



Employee Handbook

School Year 2019-20

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GENERAL INFORMATION

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.

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. This vision 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 --in the deepest sense—to 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 various parent/community communication documents.

NON-DISCRIMINATION STATEMENT

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 discrimination as to race, creed, color, national origin, age, disability, marital status, sexual orientation, gender identity or expression, or disability in all employment decisions.

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

TRANSGENDER YOUTH

The following guidelines should be followed regardless of your personal beliefs.

- Being transgender involves more than a casual declaration of gender identity or expression, and the school will consider individual circumstances and needs on a case by case basis in order to confirm a learner's gender identity. Of course, privacy and confidentiality should be paramount in this process. When a child, teen, family member or staff indicates this information, the Director and Administrative Services should be notified and any changes in preferred name will be adjusted when applicable.
- A transgender learner should be treated according to the gender in which they identify, even if their formal identifying documents indicate a different sex. This includes pronouns and names consistent with their gender identity, allowing them to use restrooms of the gender with which they identify (if not already gender neutral), and allowing them to participate in single-sex activities (i.e. segregated sex education lessons, camping sleeping areas, etc.) of the sex with which they identify.
- There are times when a transgender learner will request that we call them by the name reflecting the gender to which they identify. We should comply with this request, as well as use the appropriate pronouns for the learner. Because learners often try on new names, this process is reserved for more permanent decisions. Administrative Services will support this process and documentation on a case- by-case basis. This preferred name will then be adjusted in software programs, email addresses, rosters, etc. Upon graduation and if their decision, we will issue the learner two diplomas, one with their birth name, and one using the name with which they identify.
- There is also a privacy aspect to the treatment of transgender learners of which we must be aware. The non-consensual disclosure of the learner's birth name or sex could be harmful or invade the privacy of transgender learners, and may also violate the Family Educational Rights and Privacy Act (FERPA). Although the school can maintain those records, they should be kept confidential. Details regarding the transgender learner should be disclosed only on a "need to know" basis, as we would treat the private details of any learner in our school.
- Harassment that targets a learner based on gender identity, transgender status, or gender transition is harassment based on sex. If sex-based harassment creates a hostile environment, the school will take prompt and effective steps to end the harassment, prevent its recurrence, and, as appropriate, remedy its effects, in the same manner as we would handle any complaint of harassment or discrimination.

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 on the Google drive under the CM Staff Drive. 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.

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, use the Harassment/Whistleblower form

available on the [Google drive in the CM Staff Drive](#), 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.

No employee who in good faith reports instances of illegal or unethical actions or events will suffer harassment, retaliation or adverse employment consequence. Any employee who retaliates against anyone who has reported an instance of illegal or unethical actions or events in good faith is subject to discipline up to and including termination of employment.

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. Any staff member whose physical characteristics, appearance, behavior, or breath odor suggest that they may be under the influence of alcohol or drugs may be requested to submit to testing at the local police station, Occupational Health Center, or a local health facility. The staff member will be transported to and from the site by a supervisor or responsible adult.

If the staff member refuses to submit to testing, unreasonably delays testing, or attempts to manipulate or falsify the testing results, or if the results of the testing are positive, the staff member may be subject to discipline up to and including termination of employment.

Use or possession, as described above, 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.

CONFLICT OF INTEREST POLICY

All staff should carry out their respective duties in a fashion that avoids actual, potential or perceived conflicts of interest. Any potential conflicts should be disclosed to the Director immediately, including but not limited to, personal ownership, interest, or other relationships that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their respective responsibility. All staff should not personally accept any gifts, entertainment, or other favors in exchange for any purchases or expenses made on behalf of the school.

CRIMINAL BACKGROUND AND MOTOR VEHICLE LICENSE CHECK

All employees and contracted individuals that work with children/teens will have an expanded national background check conducted upon their initial employment and 20% of existing staff every 5 years under HEA 1079, effective July 1, 2017. 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.

A Motor Vehicle License check through the appropriate state Bureau of Motor Vehicles may be conducted if and when deemed necessary by the school or various insurance and accountability organizations.

NON-SMOKING/TOBACCO FREE CAMPUS

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 Smoke and Tobacco Free Campus. Smoking and the use of vaping 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. This policy does extend to e-cigarettes and other smokeless or chewable tobacco options. If staff need support related to any of these items CM does offer an employee assistance plan (EAP) as mentioned in this handbook.

MOBILE PHONE ETIQUETTE

Appropriate cell phone etiquette should be modeled at all times. If mobile phones are appropriate to be used in your studio or workspace for children, the adult may also carry their phone. Otherwise, teachers should denote a plan with when they use their mobile phone with the learners. Mobile 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).

PET ETIQUETTE

All staff pets should be approved through the Director for temperament for occasional visits. Staff who wish to bring in their dog for more regular visits, must follow these procedures:

- Dog should pass the Canine Good Citizen evaluation or equivalent school evaluation.
- There must be a plan for where the dog will stay and safety with interactions with other dogs and people in the school.
- Shot records should be up-to-date and on file annually.

CARE OF THE BUILDING

Before leaving the building staff must:

- Turn off all uncensored 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.
- Ensure studio door is locked and fully closed.
- All snack should be put in studio refrigerator or thrown away when necessary. NOTE: studio refrigerators should only be used for studio snacks and condiments, not for staff personal use to support - no double standards.

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

Wall care - Velcro adhesive material may not be adhered to any wall carpet throughout the buildings unless discussed with the Director as a permanent placement. Only small, thin nails in the wall carpet. No damaging hangers should be used on drywall or wall carpet. Any wall hangings that will leave holes need to be approved by Glenn Fondren first.

Staff members that are given a code to enter the building and turn off the security system must use great care when typing in the code so that no other person knows their code. If a code is compromised, Glenn Fondren should be notified immediately. Misuse of the code or not properly securing the building could remove access for a staff member.

PROFESSIONAL PROCEDURES

All staff members at Community Montessori are encouraged to be members of the American Montessori Society (or other professional Montessori organization) and must follow their [code of ethics](#).

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 general Educational Programs. All of these documents are available on the Google drive under CM Staff Drive.

All staff members are expected to communicate goals, growth and areas of improvement 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.

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/other staff members at all times without adhering to gossip or speaking ill of others at any time;
- Show compassion to all living things – bug catchers should be available in each studio to safely transport a living insect back to the outdoors.
- Be constantly aware of the appropriateness of the conversations that we have with co-workers, learners and other adults;
- Show evidence of ongoing 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 its applications as appropriate for your level;
- Meet or exceed all other expectations in this Employee Handbook.

ADMINISTRATION/FACILITIES

Director of Community Montessori (FT)

- 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 a current CPR/1st Aid Certification including AED
- Holds an earned Master's degree in education/management related content;
- Holds at least one Montessori certification or is in process;

- 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/Chromebook 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 (FT)

- 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;
- Holds a current CPR/1st Aid Certification including AED
- 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 admissions 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 Coordinator, and Curved Desk Support.
- Supports the Administrative Services Coordinator on all past due accounts;
- Oversees learner 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 (FT)

- 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;
- Holds a current CPR/1st Aid Certification including AED;
- 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, learner, and school wide calendars and activities;
- Oversees/organizes the annual enrollment and learner records;
- Prepares annual family billing through the appropriate software program;
- Demonstrates ability to effectively collect and report data for charter authority and applicable local, state, and federal guidelines;
- Demonstrates ability to supervise and collaborate with Cupola staff, specifically Curved Desk and health services, and others as necessary;
- Maintains and organizes all corporate and office documents;
- Demonstrates competencies in executive clerical and communication skills;
- Demonstrates knowledge in computer/Chromebooks and technology and applying new information;
- Writes, designs and coordinates various parent/community communication documents;
- Serves as the Corporation Test Coordinator, assisting with data filing, test set up and scheduling, technical support, staff training and score report distribution;
- Maintains the school website;

Administrative Services – Finance Coordinator (FT)

- 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;
- Holds a current CPR/1st Aid Certification including AED;
- 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 audits;
- Record keeps all grant revenue, disbursements, and budgets;
- Generates all purchase orders, tracks purchases, and approves invoices for payment;
- Prepares Accounts Payable and accurately maintains all records;
- Oversees and maintains all vendor records, contracts, warranties, etc.;
- Generates payroll and all associated monthly, quarterly and annual taxes and reports;
- Supports and oversees all PIP transactions and reconciles account statements;
- Oversees the FACTS family payment program;
- Prepares deposits and deposit in the designated depository when received or at least in intervals of Wednesdays or Fridays.
- Oversees/maintains the school wide inventory, annually and ongoing;
- Maintains employee records and coordinates benefits;
- Oversees tracking and receipts for all contributions with coordination of the Expansion Development Coordinator;
- Creates, organizes and maintains all records of the Community Montessori Board of Directors with the Coordination of the Expansion Development Coordinator;
- Handles phone maintenance and administration;

Administrative Services – Curved Desk Support (PT/FT)

- 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;
- Holds a current CPR/1st Aid Certification including AED;
- Oversees the submission of daily attendance and follows up as necessary with staff and families;
- Demonstrates the ability to communicate and collaborate with other Cupola staff;
- Oversees incoming phone calls;
- 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 teen interns or other Curved Desk volunteers/substitutes;
- Maintains/beautifies the Curved Desk, First Aid area, Cupola area;
- Supports the maintenance of data in Learner files (including records requests);
- Orders/receives all office supplies, copier, laminating and other school catalog orders;
- Oversees the distribution and follow-up of informational packets to interested families;
- Coordinates with health services staff for health care needs of learners;

Health Services Coordinator (PT/FT/Consultant)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Holds a current CPR/1st Aid Certification including AED;
- Develops and maintains individual learner health files following HIPPA/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 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 Bloodborne Pathogens;
- Provides 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 overnight stays away from the school environment;
- Participates in Individual Educational Plan (IEP) team meetings when needed to address health and safety concerns;
- Maintains the CHIRP database;

- Coordinates with the Developmental Specialist staff to provide a comprehensive plan of care regarding health and safety needs of learners.

Health Services/Curved Desk Support Staff (PT/FT)

- Reports directly to the Health Services Coordinator and/or Administrative Services;
- Holds a current CPR/1st Aid Certification including AED;
- Supports and maintains individual health files following HIPAA/FERPA confidentiality guidelines;
- Attend needed Individual Health Plan meetings and yearly review of plans;
- Implements and supports Individual Health Plans;
- Supports maintaining immunization records;
- Supports Health Services in performing vision and hearing screens and referral follow-ups as necessary;
- Support proper medication administration, routine care for blood glucose monitoring, treatment for breathing difficulties, seizure management, food allergy reactions and recognizing emergencies;
- Support maintaining the first aid area and supplies;
- Support individual studios first aid kits;
- Supports in-service activities with staff on health and wellness reminders;
- Maintain all medications in a locked cabinet and medication records in a secure manner;
- Support health/safety needs when studios go on going-out trips and overnight stays away from the school environment;
- Demonstrates the ability to communicate and collaborate with other Cupola staff;
- Supports incoming phone calls;
- Supports Curved Desk in various activities as needed;
- Assists children who are waiting for family members or who are ill;
- Greets visitors and directs them to the proper resource;
- Supports maintaining the curved desk, cupola area and the Harmony Room;
- Support the distribution of informational packets to interested families;
- Must be First Aid/CPR certified for all ages.

Environmental Specialist Coordinator (FT)

- Reports directly to the Assistant 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 Assistant 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, cupola area and studios;
- Coordinates and maintains all snow and ice removal.

Environmental Specialist (PT/FT)

- 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, cupola area, and studios;
- Supports snow and ice removal.

Expansion Development Coordinator (PT/FT)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Demonstrates competency in executive clerical and communication skills;
- Demonstrates knowledge in computer/Chromebooks and technology and interest in applying new information;
- Communicates effectively and efficiently with stakeholders (i.e., volunteers, Board Members, etc.) under the supervision of Director;
- Develops and oversees marketing/fundraising programs in collaboration with Director – including social media, press release communication, advertising, capital projects, etc.;
- 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/community donations in coordination with the Finance Coordinator;
- Researches, writes, and tracks grant proposals with communication from the Director and establishes time frames for proposals;
- Writes and submits weekly parent communication, school update to local newspapers, and any other parent/community communication;
- Assists the Director and Assistant Director in all areas of need;
- Has a history of solid accounting practices as an administrator of grants;
- Staff liaison to the Parent Involvement Partnership Council;
- Attends all board meetings as the Board Secretary working in conjunction with Finance Coordinator in maintaining all board documents;
- Responsible for coordinating school-wide communications to families through School Messenger.
- Maintains donor database.

Teen Studio Support Coordinator (FT)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Coordinates and oversees the master calendar and activities of the teen's program;
- Collaborates with the Director on the technology and professional development plans of the teen's staff;
- Supports the planning of level meetings/in-services of the teen's staff;
- Supports and organizes, with Administrative Services, the Student Software program (SDS) training, planning, adjusting and implementing of Gradebook and transcript management;
- Supports the transitioning of any new teen staff positions, as needed;
- Holds teaching licenses and teaches/supports seminars and lessons as assigned;
- Supports and coordinates with advisors, teen internship goals, assignments, acquisition and recordkeeping;
- Works closely with the Teen Transition position in helping with all matters;
- Supports testing in the teen's program;
- Supports teen "Senior meetings" toward the development of legacy activities and planning/implementing their graduation event;
- Be a strong advocate for teens as they transition to college/career;
- Oversees, instructs and implements all teen activities, transcripts, and scheduling with the School Information System.

- Work with studios weekly on planning lessons, advisory notes, family communication, etc. to better help them keep track and work smarter on their many roles;
- Support the creation and updating of the Document that communicates all goals/plans/calendar of the teen staff;
- Ensures all graduation planning is consistent with the rules from the Indiana Department of Education and State Board of Education in conjunction with the Teen Transition Team.

Early Ed/Elementary Studio Support Coordinator (FT)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Coordinates and oversees the master calendar and activities of the early ed and elementary program;
- Collaborates with the Director on the technology and professional development plans of the early ed and elementary staff;
- Supports the planning of level meetings/in-services for the early ed/elementary staff;
- Supports and organizes, with Administrative Services, all software programs used in the early ed/elementary programs. Ie. Transparent Classroom, Mastery Connect, NewsELA, Khan Academy, Typing programs, etc.;
- Supports, creates, and updates all PPC and year end reports for families and learner files;
- Supports the transitioning of any new staff positions, as needed;
- Holds a teaching license and supports the school-wide coaching initiatives by observing and supporting others in observing for ongoing professional development and Montessori fidelity;
- Work with studios weekly on planning/tracking lessons, support plans, family communication, etc. to better help them keep track and work smarter on their many roles;
- Support the creation and updating of the Document that communicates all goals/plans/calendar of the early ed/elementary staff;
- Supports the administration of any level/school-wide assessments;
- Works with the Director to ensure all State requirements and Ball State requirements are fulfilled in the early ed and elementary age level.

Courage Coordinator (FT)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Holds teaching licenses and teaches seminars and lessons as assigned;
- Develops and supports courage opportunities for teen valorization through plays, skits, cabarets, etc.;
- Supports at any level in the development of courage opportunities to empower learners in their personal growth through staff support and modeling;
- Develops and supports annual whole school emotional/social health education through coordinated professional development (including abuse/ neglect identification/ reporting and suicidal prevention/ evaluating);
- Develops and supports school workshops for families and community in coordination with annual school wide goals;
- Supports and integrates teen-led activities for social/emotional development;
- Supports teen advisors in tracking and overseeing consistent projects for credit or otherwise;
- Supports teen “Senior meetings” toward the development of legacy activities and planning/implementing their graduation event;
- Collaborate with developmental specialists to support evaluations and social/emotional needs;
- Supports and coordinates with advisors, teen internship goals, assignments, acquisition and recordkeeping;
- Work with studios weekly on planning lessons, advisory notes, family communication, etc. to better help them keep track and work smarter on their many roles;

- Oversees and implements the Life Folder project with all teens and teen staff;
- Ensures all graduation planning is consistent with the rules from the Indiana Department of Education and State Board of Education in conjunction with the Teen Transition Team;
- Is the liaison for the Courage Cabin;
- Be a strong advocate for teens as they transition to college/career.

Teen Transition Coordinator (PT/FT)

- Supports teens in planning/transitioning post-secondary education/career choices in collaboration with other Teen Transition Team (TTT) staff;
- Researches and communicates Career Technical Education (CTE) options in our community;
- Collects and maintains post-secondary education/career resource materials and schedules presentations from and visits to local/regional campuses in collaboration with the Courage Coordinator;
- Oversees teen support of and preparation of PSAT/SAT/ACT with Courage Coordinator;
- Supports teens in applying to post-secondary education options;
- Supports teens in completing the FAFSA (Free Application for Federal Student Aid) and in searching for scholarships, scheduling scholarship presentations when possible;
- Assists teens in applying to the 21st Century Scholars program and conducts all necessary follow up for this program;
- Supports teen “Senior meetings” toward the development of legacy activities and planning/implementing their graduation event;
- Prepares final transcripts and all final paperwork for college-bound graduates;
- Oversee and Supports the Courage Coordinator in all components of Dual Credit courses on campus and off;
- Supports TTT staff in completing the Graduation Portfolio Requirements by initiating information and supporting Advisors with tracking and overseeing consistent projects;
- Oversees and manages the scholarship calendar;
- Supports testing in the teen’s program;
- Ensures all graduation planning is consistent with the rules from the Indiana Department of Education and State Board of Education in conjunction with the TTT;
- Be a strong advocate for teens as they transition to college/career.

TEACHING STAFF

Lead Teacher/Teen Advisor (Co-Lead Teacher) (FT 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 Teaching Structure;
- Demonstrates basic computer/Chromebook 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 appropriate natural/logical consequences. (Studio Commitments should be posted in the studio within the first month of school denoting our minimum ground rules of Respect for Self, Respect for Others, Respect for the Environment);
- Communicates verbally with families at Parent Partner Conferences four times a year and makes every effort to meet with all families at each conference. This communication should be logged and tracked for each child. Conferences should include appropriate level agendas as discussed 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 SDS Software Program. Input attendance daily by 9:30am, as directed;
- Collects Admit One slips from children/teens daily if they arrive after their designated time, and processes Absence Waivers from children/teens when applicable;
- 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 Transparent Classroom/Mastery Connect software program and/or teen advisory notes (as applicable) consistently through tracking/planning all lessons/learning consistent with the Montessori Scope and Sequences while integrating the Indiana State Standards;
- Ensures that all level goals are completed per the annual timeline;
- 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 in person or blog post at least once a year (topic reviewed with the Expansion Development Coordinator);
- Turns appropriate documentation as communicated per level for each child/teen on the last staff day at the end of each year or within one week of the child/teen's dismissal;
- Turns in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated by the last day at the end of each year;
- Prepares Record of Disciplinary Action (RDA) forms when appropriate. All RDA's where suspension occurs, butts be approved by the Director before they are sent. A copy of all RDA's should be left in the Assistant Director/Family Liaison's mailbox;
- Communicate all pertinent issues concerning children/teens or families with the Director immediately;
- Attend the Graduation ceremony in May (applicable for all Woods staff).

Co-Teacher (FT 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/Chromebook 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 Transparent Classroom/Mastery Connect software program (as applicable) consistently through tracking/planning all lessons/learning consistent with the Montessori Scope and Sequences while integrating 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;
- 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 in person or blog post at least once a year (topic reviewed with the Director);
- Prepares Record of Disciplinary Action (RDA) forms when appropriate. All RDA's where suspension occurs, butts be approved by the Director before they are sent. A copy of all RDA's should be left in the Assistant Director/Family Liaison's mailbox;
- Communicates all pertinent issues concerning children/teens or families with the Director immediately;
- Attend the Graduation ceremony in May (applicable for all Woods staff)

***Note to Interns** – Full-time Studio Interns or Student Teachers should follow the co-teacher job description where applicable. Although a student teaching 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 current hourly rate.

Advisor - Mathematics Coordinator (FT/PT)

- 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 for Mathematics (High school level) or is enrolled in the Transition to Teaching Program, and/or holds a Montessori Credential (MACTE) or completed the NAMTA Orientation to Adolescent Studies(AMI);
- Support Director in implementation of curriculum, pedagogy, overall learning/support of teens, but especially in mathematics for the teen's program;
- Initiates and facilitates ongoing dialogue with teachers and developmental specialists in the mathematics 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;
- Schedules weekly lessons and/or mathematics support time for teens in the 12-18 year old environments;
- Schedules monthly math lesson observations, and works to support development of mathematics in accordance with the direction of the Director;
- Plans staff professional development ongoing for the overall support of mathematics and math seminars;
- Oversees and gives direction to Developmental Specialist Staff in mathematics support of teens;
- Offer support for higher mathematics growth and development for teens;

- Open to continuous self-improvement and self-evaluation with evidence of improvement;
- Demonstrates basic computer/Chromebook 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 teens in the applicable Software Program;
- Is consistent with age level Adult Commitments and Belief Statements;

Community Nurtury Lead Educarer (FT)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Has completed the R.I.E. (Resource Infant Educarer) Foundations Course;
- Follows the R.I.E principles and philosophy;
- Oversees the Community Nurtury Program and staff for consistency with the R.I.E philosophy;
- Oversees the compliance with all home daycare requirements;
- Develops, prepares, and maintains a beautiful environment, on a daily basis, that meets the needs of all children;
- 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.

Community Nurtury Co-Educarer(s) (FT/PT)

- Reports directly to the Community Nurtury Lead Educator in all pertinent matters or areas of concern;
- Has completed the R.I.E. (Resource Infant Educarer) Foundations Course or in-house training;
- Follows the R.I.E principles and philosophy;
- Supports with developing, preparing, and maintaining a beautiful environment, on a daily basis, that meets the needs of all children;
- 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, when applicable)

- Reports directly to the Assistant Director in all pertinent matters or areas of concern;
- Develops and implements an overall before/aftercare 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;
- Oversees and gives feedback to extended learning staff and subs to support consistency;
- Supports extended learning staff with subs when needed;
- Creates commitments and parameters and oversees activities for age levels that are supported;

EXCEPTIONAL LEARNER STAFF

Developmental Specialist Director/Co-director(s) (FT)

- 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 learners 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 is maintained in the school's records for tracking and reporting to charter authority and the Indiana Department of Education;
- Oversees all activities of the Developmental Specialists;
- Maintains accurate computerized IIEP records for exceptional learners when applicable;
- 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;
- Oversees the activities of and has ongoing communication with Speech, Occupational and Physical therapists and the School Psychologist regarding individual learners;
- Creates/oversees all 504 Plans;
- Supports standardized testing at all levels and ensures IEP accommodations are followed;
- Supports and oversees General Education Interventions and oversees referral paperwork if child/teen is identified for psycho educational testing.

Developmental Specialist (FT/PT)

- 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 learner's IEP or observed area of learning exceptionality;
- Holds ongoing meetings with teaching staff to coordinate learning plans based on individual learner's needs and IEP goals;
- Holds weekly meetings with Developmental Specialist Director to report and plan for learner's needs based on the IEP or other area 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");
- 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 learners based on IEP or observed area of learning exceptionality;
- Communicates all pertinent issues concerning children or families with the Developmental Specialist Director immediately;
- May be given an extended learning shift as part of their contract time.

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. 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 on the Google Drive under Staff Documents)

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. (Please see the full Conflict of Interest Policy.) Each staff member has a strong obligation to the School and to the standards of the profession.

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 learner 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 the 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 learner records, be safeguarded.

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/Safety Director. Your next responsibility is for the development of each child's potential (social, emotional, physical, intellectual, aesthetic, creative, ethical, 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/beliefs, 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 stressors and have varying capacities for tolerating stress and organizing their life. We need to remember that parents may be under stress 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. Cupola 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 Cupola level meetings will take place most weeks, for about thirty minutes, and the 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 or as planned.
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 cupola staff will use the school's mission and beliefs (Attachment IV, Google Drive under Staff Documents) 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 staff members 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. Discipline should be supported within the Montessori Philosophy of supporting inner-discipline and self-regulation. Our first goal is to build trust with each learner and to set clear boundaries. Please review learner conduct in the Family Handbook for consistency. Staff should post studio ground rules at the beginning of each year after collaboration with learners based on Respect for Self, Respect for Others, and

Respect for the Environment. Staff should be consistent with the Chromebook Commitments (Attachment II) and the Social Media Etiquette (Attachment VII) Learner history of computer sites use should be checked frequently and parameters put in place when a learner falls short of expectations.

7. 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 Cupola to be sent to the Board of Directors.

All staff members will:

- Maintain a professional, pleasant and respectful demeanor to all staff, children/teens, parents, and visitors.
- 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.
- 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.
- Be aware of the safety of all children/teens in and out of your care at all times.
- 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.
- Understand the School-wide Emergency Preparedness document and ask any questions to ensure readiness if the need arises.
- 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 may be conducted by each pair of staff members.
 - **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.
 - **Cupola Areas** – Keep all areas dusted, vacuumed, and neatly organized.
 - **Common Areas** – Each staff member will care for their assigned common area daily/weekly as needed.
 - **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.
 - **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!
 - **Lunch** – Check/maintain work rugs, clean/sanitize snack area, check/maintain restroom(s), check/maintain tile and carpet, check/maintain all shelves.
 - **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 week; 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.

- **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.

HUMAN RESOURCES

PAYROLL

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

- Compensation is determined based on the Differentiated Staffing structure (where applicable) and communicated through the employment agreement.
- Sub pay for staff members not contracted to Extended Learning is \$14.40 per hour. Full time staff members who are contracted to Extended Learning will be paid their hourly pay rate as noted on their Employment Agreement. When contracted for 5 plus hours a week in Extended Learning, the staff member will be eligible for their hourly rate plus:
 - 25% after one year of completed service (\$20/hr plus 25% equals \$25/hr);
 - 30% after two years of completed service (\$20/hr plus 30% equals \$26/hr);
 - 40% after three years of completed service (\$20/hr plus 40% equals \$28/hr).
- Extended learning shifts during a level meeting, for 5 hour week scheduled staff, will not be deducted for PTO and should be covered by a volunteer staff when possible. Any other absences for extended learning will be deducted unless the co-worker is out and you need 15 minutes to work with your sub, in which case you should coordinate a Developmental Specialist staff member to cover.
- Staff receiving stipends for additional responsibilities will be paid 1/2 of the total stipend on the first pay in November and 1/2 on the first pay in April unless otherwise noted on the staff member's employment agreement.
- The current substitute rate is \$11.00 per hour.
- The first pay for new fall staff members would be on the August 30th pay.

THE COMMUNITY NURTURY STAFF REQUIREMENTS

Per Indiana Home daycare licensing, The Community Nurtury (TCN) staff are required to complete the following items in addition to the New Hire Packet before employment starts:

1. Family Child Care Home Medical Report Provider/Assistant/Volunteer/Household Member 18+, which includes a medical physical and TB testing;
2. Consent to Release Information for Licensed Center, Licensed Homes, Unlicensed Registered Ministries, and CCDF LLEPs;
3. National Criminal History Check completed through IdentoGO Livescan Fingerprint Appointment;
4. Licensed Home Substance Abuse Screening Test Consent Form;
5. Drug Screening through Occupational Medicine Physicians (randomly as well);
6. Additional training for licensing requirements and active first aid certification.
7. Attend a Safe Sleep training
8. Participate in 12 hrs of training annually.

The above requirements are subject to change and additional requirements, not listed above, may become required during the staff members' employment.

ALL NURTURY STAFF/SUBS – must refrain from smoking during their shift and should not wear any clothing that has been in a smoking environment.

COOPERATIVE SUPPLEMENTAL PAY

The purpose is to support staff members with increasing salary without exponentially affecting the future budget of the school. All active full time (35+ hours) staff members with a signed employment agreement and active part time (20+ hours) staff members with a signed employment agreement, during the previous school year prior to October 1 of the current school year, are eligible to participate or if a full time (35+ hours) or part time (20+ hours) staff member signs an employment agreement after the beginning date of the prior school year this staff member would be eligible to receive a prorated amount of cooperative supplemental pay. Part time staff members' (20+ hours) distribution will be 50% of the full time staff members' distribution amount. The staff member must remain employed through October 1 of the current school year, as per that school years employment agreement with no lapse of employment to be eligible. Staff members that have been employed full time, in consecutive (except for 1 year lapse) full years for 5+ years, receive an additional \$350 as long as funds are available for all eligible staff to each receive a stipend. The proration is as follows:

1. Signing an employment agreement after the start of school through October 31 – 75% of eligible CSP
2. Signing an employment agreement November 1 through January 31 – 50% of eligible CSP
3. Signing an employment agreement February 1 through March 31 – 25% of eligible CSP
4. Signing an employment agreement April 1 through end of school year – Not eligible

The staff member must be employed the entire prior school year (unless the above exception is met) with continued employment through October 1 of the current school year with no lapse in employment. Eligibility will be determined on October 1 of the current school year. Staff moving from full time the previous year to part time of the current year, with an active employment agreement, will be eligible for the prorated amount of 50% of eligible CSP.

The Cooperative Supplemental Pay will be reviewed by an independent accountant (CPA) and report to the Board annually and the criterion and calculations, including the percent, are subject to change.

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.** Timesheets that are not complete before processing payroll will assume that blanks are personal time allocation.
- All staff should be on time and work according to their contracted time. Each staff member should highlight any tardiness on their timesheet and prepare a written plan with the Director after three (3) episodes of tardiness.
- Absences should be reported by 6:30a.m. to your co-teacher/co-worker (when applicable) and the Director, Barbara Burke Fondren, at 812-989-3823. Staff should ensure that appropriate plans are distributed to support their absence.
- 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, if the sub coordinator is not able to support or it is during the school day. Please notify the sub coordinator of any subs you have solidified for your absence or for observation purposes.
- Attendance is required at all school wide functions including but not limited to: (1) Open House (when applicable), (1) New Family Meeting (when applicable), Child's Work Night as applicable to your age level, at least (2) PIP Meeting (*1/Fall, 1/Spring), (1) Spring Family Celebration, (1-2) Level Workshops/blog posts.

*Staff members only attending 2 PIP workshops for the year are expected to help in planning/speaking/sharing for at least one PIP workshop.

- Staff members are expected to help in the enrollment process in Spring for the coming year. The nature and extent of activities will vary year to year.
- You are required to attend all studio level or Cupola level meetings.
- Attendance is required at all monthly staff meetings on the first Tuesday of each month from 5:30pm-6:45pm or as scheduled. All extended learning staff meet from 6:45-7:00 on this evening. 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. Although PTO time cannot be used on these days, salary deduction time off may be approved in rare circumstances.**

SNOW DAY ATTENDANCE

If we are not planning to make up the 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 delayed, you should arrive according to your normal schedule.
- If school is closed and Extended Learning is open, you may arrive one hour later than your scheduled time.
- When school is closed, studio teachers are expected to communicate work at home expectations individually and/or with groups and communicate with families by 10:00am. This communication should be forwarded to the Director and should happen whether the campus is closed or open for extended learning.

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 or check the school website for emergency school/Extended Learning closing information. Staff members are able to take PTO on days when school is closed but Extended Learning is open; 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. If both school and Extended Learning are closed, staff members are not expected to come in and no PTO will be charged.

PERSONAL INFORMATION

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

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.
- Reimbursements will be directly deposited into your bank account.

The school cannot reimburse sales tax. A copy of our Sales Tax Exemption information can be obtained on the Google Drive under Staff Documents or 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.

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.

GROUP HEALTH INSURANCE

Full-time staff members (30+ hours per the Affordable Care Act) may elect to participate in the Group Health Insurance in September 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 20%) is deducted each pay period with the amount set annually (in October) by the school. 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 should be completed.

RETIREMENT PLANS

Indiana State Teaching Licensed Employee Retirement Plans

All Full Time teaching licensed employees have two options for retirement plans:

1. Contribute a mandatory 3% to the Indiana State Teachers' Retirement Fund (ISTRF) **OR**
2. "Opt Out" of ISTRF and elect to participate in the Tax Sheltered Annuity (TSA 403(b)) plan maintained by the school.
 - If electing to participate in the ISTRF the contribution is a mandatory 3% of applicable wages. The school as "employer" currently contributes 7.5% of the applicable wages of full time teaching licensed employees. After 5 years of participation in the ISTRF, members may make voluntary contributions up to an additional 10% with pre-tax dollars. (Complete details are available through Administrative Services-Finance Coordinator). Post Tax voluntary contributions may be made at any time up to a total of 10%.
 - If electing to participate in the TSA 403(b) a minimum of 1% of applicable employee's wages must be contributed into the TSA 403(b). In order to qualify for the full school match the employee must contribute 3% of applicable wages. The school's contribution is based on Years of Service with Community Montessori: 0-5 years 3%; 6-15 years 5%; 16-25 years 6% and 26+ years 7%.

Non-Licensed Employee Retirement Plan

Non-Licensed employees must contribute a minimum of 1% to the Tax Sheltered Annuity (TSA 403(b)) plan maintained by the school. In order to qualify for the full school match the employee must contribute 3% of applicable wages. The school's contribution is based on Years of Service with Community Montessori: 0-5 years 3%; 6-15 years 5%; 16-25 years 6% and 26+ years 7%.

TUITION REDUCTION

Early Childhood - There is a 25% tuition reduction for the children of full-time staff members (and staff members that are grandparents/caregivers and paying for said tuition), 20+ hour full year contracted staff members, and current Board Members who are enrolled in the Early Education Program. This discount cannot be combined with the multiple children discount.

Community Nurtury - There is currently a 35% tuition reduction for the infants/toddlers of full-time CM staff members (and staff members that are grandparents/caregivers and paying for said tuition), 20+ hour full year contracted staff members and current Board Members. There is currently a 45% tuition reduction for infants/toddlers for staff that are employed at the Nurtury as their main position. All application and/or material and supply fees are at the regular price.

PAYROLL DEDUCTION

Staff members may elect to have their children's tuition and/or Extended Learning fees deducted via automatic payroll deduction.

EXTENDED LEARNING FEES

Extended Learning for full-time staff members' (including staff members that are grandparents/caregivers) 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. Part-time staff members that have a shift during extended learning, also are free with the eapvolunteer condition above. 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 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.

EMPLOYEE ASSISTANCE PLAN (EAP)

All staff are eligible to participate in the EAP. 6 therapeutic sessions lasting 50 minutes per employee or household member per problem per year. Please see Human Resources for more information. Employees also have access to an EAP website that addresses a wide range of topics focusing on mental health and substance abuse, personal development and communication, health and wellness, management and workplace, and parenting and childcare.

SUMMER PROGRAM FEES

If Community Montessori has a school sponsored summer program (not a staff-sponsored enrichment program), 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. Deductions are not available for summer enrichment programs sponsored by staff or community members.

CONFERENCE FEE

100% of regular conference registration fee will be paid if you are delegated to attend the annual AMS or IMC Conference. If you are a presenter at the conferences, you will be able to reimburse other expenses up to the registration fee.

CPR/FIRST AID TRAINING

Up to \$70 will be reimbursed to you for combined CPR and First Aid Training for the age level taught for full-time staff (or \$50 CPR Only, \$35 for First Aid only). If the school contracts for certification in house, it is expected that staff utilize that service and get approval for outside certification.

Universal Precautions and Blood-borne Pathogen training, suicide prevention/awareness, and child abuse/neglect detection and reporting are provided to all staff annually.

PAID TIME OFF (PTO)

- **PTO Approval** Paid Time Off should be communicated in writing, to the Director, 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 by phone or text.
- **Reporting Absences** Absences should be reported by 6:30 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) or work with the Staff Substitute Coordinator. Substitutes and/or volunteers should only be chosen from the pre-approved Volunteer/Substitute list prepared by the Cupola and updated throughout the year. Staff members should also ensure that all responsibilities (including extended learning) are supported in your absence and you notify the appropriate extended learning coordinator.
- **10 Month Full-Time Staff Members** are eligible for the hourly equivalent of nine (9) days of personal Paid Time Off plus two (2) additional hours for each year of completed, consecutive year of service. Each individual's contracted hours will be the basis for the PTO hours they receive. This time includes any contracted daily Extended Learning but excludes Extended Learning shifts that are not five days a week. A 30 minute lunch is also excluded. (ex. If you are contracted to a 7 hour workday (7.5 hours minus .5 for lunch), your PTO bank would have 63 hours in it. If you are contracted to a 7 hour workday and you have 3 years of completed service, the PTO bank would be increased by 6 hours or $63 + 6 (2 \text{ hours} * 3 \text{ years of service}) = 69$ hours).
- **12 Month Cupola & Environmental Services Full-Time Staff Members** are eligible for the hourly equivalent of eleven (11) days of personal Paid Time Off plus two (2) additional hours for each year of completed service. Each individual's contracted hours will be the basis for the PTO hours they receive. (ex. If you are contracted to an 8 hour workday, your PTO bank would have 88 hours in it. If you are contracted to an 8 hour workday and you have 3 years of completed service, the PTO bank would be increased by 6 hours or $88 + 6 (2 \text{ hours} * 3 \text{ years of service}) = 94$ hours).
- **12 Month Cupola & Environmental Services Full-Time Staff Members** will be given an additional 5 days of PTO to be used in June or July. This summer vacation/PTO time should be scheduled and approved at least two weeks in advance. Cupola Staff will work 35 hours in the summer months.
- **The Community Montessori Nurtury Full-Time Staff Members** are eligible for the hourly equivalent of eleven (11) days of personal Paid Time Off plus two (2) additional hours for each year of completed service. Each staff members' contracted hours will be the basis for the PTO hours they receive (ex. If contracted to an 8 hour workday, your PTO bank would have 88 hours in it. If you are contracted to an 8 hour workday and you

have 2 years of completed service, the PTO bank would be increased by 4 hours or $88 + 4 (2 \text{ hours} \times 2 \text{ years of service}) = 92 \text{ hours}$).

- **Early Contract Termination** PTO days will be prorated, by the percentage of days fulfilled in the contract, if the contract is ended prior to the contract end date, except for summer specific PTO will be forfeited as well. Any unused paid time off will be forfeited and overages will be deducted when applicable.
- **PTO Buy Back/Carry Over** 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” hours equivalent to two (2) days (ex, 8 hour workday x 2 days or 16 hours) or less to the next contract year and cash in any amount over the “rollover” hours. Cash-ins will appear on your final paycheck of the contract period (August). Rollover and cash-ins, if applicable, 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 receive up to two additional personal days for this purpose, as a school commitment to the community. If you elect to use the additional PTO time, any payment for Jury Duty should be forfeited to the school.
- **Maternity/Paternity Leave** Staff members are able to take up to 6 unpaid weeks of maternity/paternity leave. You may use PTO for this absence. Up to 2 weeks of paid maternity/paternity leave is given directly after the birth of a baby, if the baby is born during the days contracted in the Employment Agreement. 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 during the leave and deductions can be spread out over the contract period. Please contact Administrative Staff – Finance Coordinator to plan for any deductions. Staff should secure their own substitute for this time, with the Director’s approval, and are responsible for preparing the substitute prior to their leave.
- **Bereavement** Contracted staff members (FT & PT) may take up to 5 bereavement days for the death of a spouse, domestic partner, child, parent, spouse’s parents (in-laws) or sibling. These staff members are also eligible to take up to 2 bereavement 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.

FAMILY and MEDICAL LEAVE ACT

The Family and Medical Leave Act (FMLA) entitles eligible staff members to take unpaid, job-protected leave for specified family and medical reasons, with continuation of group health insurance coverage under the same terms and conditions as if the staff member had not taken leave. Eligible staff may take up to 12 workweeks of FMLA leave in a 12-month period. See Administrative Services for additional information.

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.

STUDIO ACTIVITIES

Going Out Trips (Refer to the CM Family Handbook and Attachment I and documents on the Google Drive under Staff Documents.)

Studio Celebrations (Refer to the CM Family Handbook for complete 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.

Studio Snack (Refer to the CM Family Handbook for complete 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.

LEARNER CONDUCT

(Refer to the CM Family Handbook for complete procedures.) Please also reference the Seclusion and Restraint Policy, Attachment VI.

For consistency with learner 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', Record of Disciplinary Action, or summary of pertinent conversations with parent in the Assistant Director's mailbox or through email.
- Communicate with families about learner behaviors 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.

LEARNERS WITH LEARNING DIFFERENCES/EXCEPTIONALITIES

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

- Staff members should communicate any suspected learning differences or exceptionalities about children/teens in writing to the Developmental Specialist Director for your age level.
- Strategic Teacher Interventions (STI meetings) conversations 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.
- If a family asks you for an evaluation for their child, the Developmental Specialist Director for your age level should be notified immediately.

LEARNER HEALTH, WELLNESS AND SAFETY (Refer to the CM Family Handbook for complete procedures.)

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

- Be aware of all learners' health conditions and take temperatures when necessary. If a child/teen 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 Health Services 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 the Department of Children Services.
- Always put on exam gloves when treating or assisting a child/teen with blood borne 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 health support staff at lunch time unless otherwise approved by the Health Services Coordinator/Health Plan.
- 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).
- Any acts or potential threats of self-harm should be communicated to the Director immediately. Depending on the situation, a conversation with the child/teen, a meeting with the family, and/or a referral for an evaluation for a mental health screening may be conducted.
- Communicate any incidents, complaints, and charges to the Director.

MENTAL HEALTH AND SUICIDE PREVENTION PROCEDURE

- Staff members should report information about any child/teen that is suspected and/or exhibiting self harming behavior to the Director immediately or file their own report with the Department of Children Services (DCS).
- If a child/teen has communicated to a staff member concerns about potential suicidal tendencies, the staff member should notify the Director immediately.
- If a child/teen is identified as needing suicide prevention, they will be referred for a mental health evaluation prior to returning to school.
- The school can do the screening with a cooperating agency or the family can pick-up their child/teen and take them to medical health professional or medical doctor of their choosing.
- The child/teen should not re-enter the school without presenting a letter from the evaluator that does not recommend in-patient care.

- When proper documentation is given, a studio teacher will meet with the child/teen before re- entering the studio to create a Transition Plan back into the studio.
- The Transition Plan should communicate how the child/teen will handle questions from others and who they will specifically communicate with at school if they are in need of support. This Plan will also detail any proactive and coping measures to support the child/teen at school.

DETECTING AND REPORTING CHILD ABUSE AND NEGLECT

As educators, we are in a unique position to get to know our learners. Forming a trusting relationship with learners and families is important as it pertains to abuse and neglect because the learner will be more likely to turn to you for help if they have a trusting relationship with you. A good relationship with the child will also help you observe if something is of concern.

As an adult who works with children you can do a lot to help prevent child abuse and neglect. Here are 6 protective factors that you can foster:

- Nurturing and attachment – adults who feel attached to their children are less likely to maltreat them.
- Knowledge of child development - Knowing how children are expected to behave at certain developmental levels can reduce parental frustration and stress, thus reducing the chances of child abuse.
- Support for families - When families are struggling, it is time to intervene with concrete support. This can be as simple as providing them with phone numbers for resources, or making them aware of what is available when times are tough.
- Less social isolation – adults who feel they are part of a social support system are less likely to maltreat their children. Provide a place for families to socialize with others as part of your program.
- Positive attitude - Encourage parents to seek support and take a positive attitude in times of stress.
- Good social skills - Make sure your program includes plenty of opportunities for children to develop their social skills. Children should never be blamed for abuse or neglect, but children who have good self-regulation and other social skills are less likely to be maltreated. Caregivers should also teach children how to recognize abuse and neglect and help them have confidence to report it to trusted adults.

Although all maltreatment should be reported to the Indiana Department of Child Services at 800.800.5556, any potential suspicions (that are not reportable) should also be reported to the Director to ensure follow-up. These procedures are discussed annually at the beginning of the year staff in-service.



Staff Off-campus Trip Commitments

Going Out Trips are best utilized when they are organized and decided by the studio in relation to a conversation or learning theme in the studio. Please follow the timeline below for a seamless process. [GOT folder found here.](#)

ONE - TWO WEEKS IN ADVANCE:

- ☐ Fill out the [Going Out Trip Rationale Form](#) at least 2 weeks before the scheduled trip and give to Barbara.
- ☐ Staff should communicate the overall trip with families at least 2 weeks in advance with cost. Give families a timeline of when they need to let you know if their child/teen will not be attending so they will not get a FACTS bill.
- ☐ Who to bill and how much should be shared from the [FACTS Drive document](#) to Prerana/Kelly at least 10 days in advance in order to make the due date prior to the event. This should coincide with the deadline date given to families so that there are no refunds after the bill is sent through FACTS.
- ☐ Once travel arrangements have been made with one of the approved vendors please print or email Kelly a copy of the quote or confirmation. [Here is the list of the approved vendors.](#)
- ☐ Email Cupola Staff to log the trip in the [CM Staff Google Calendar](#) at least 2 weeks before the scheduled trip.
- ☐ Email Brandi about the trip at least 2 weeks in advance so she can prepare Health Plan supplies and documentation.
- ☐ Any support for children/teens with exceptional needs should be discussed with the Teacher of Record at least 2 weeks prior to the planned trip to plan any DS support for the trip.
- ☐ Children/teens should be informed that if they cannot afford the cost of the trip to let you know and then decide if this will come out of the budget. Keep this in mind when budgeting. Remember, when you bill families early for trips, especially camping trips, it will give them time to make partial payments through FACTS. Learners can also be added to pay for their account if they have a bank account.
- ☐ Any potential volunteers for the GOT should be on the approved list ONE week prior to the trip.
- ☐ OR, have learners bring cash for their own trip. 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.

OTHER IMPORTANT INFO:

- ☐ Determine Chaperone needs, and use the Volunteer/Sub list shared with you for the current school year to determine if the Chaperones who sign up are on this list.
- ☐ 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 spiritwear unless it is a trip where another dresscode is more appropriate.
- ☐ 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. Hydration also super important!
- ☐ 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. PLEASE MAKE SURE PHONES ARE ON AN RINGING;)
- ☐ Staff should remind families at least 2 days in advance about time, location, dresscode, lunch procedures, and any other pertinent information.
- ☐ Staff members should notify all volunteers of the time/place of the mandatory meeting ([Going Out Orientation Form](#)) prior to the start of the trip and be notified of any costs. All volunteers should leave from the school with the group.
- ☐ At least one staff member should greet all visitors(chaperones) 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.
- ☐ Check out a First Aid Kit and obtain Health Plan info from Brandi the morning of the trip.
- ☐ Staff members (not parents) must handle all medicines and health plan information.
- ☐ Staff members should wear Community Montessori shirts and name badges.
- ☐ Children/teens should go to and from the location on the bus. Exceptions must be granted in advance by volunteers (with recommendation from a teacher) communicating to the Family Liaison/Asst. Director. All exceptions will be communicated to the staff members.
- ☐ Siblings are not able to attend going out trips.
- ☐ If you are planning a Going Out Trip at the end of the year, please ensure families know at the beginning of May and keep costs low. Expensive trips at the end of the year with other year end expenses are difficult for some families.

Rev 06.2018



Staff Computer/Chromebook Commitments

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

- Staff should use the school computer/Chromebook mostly for activities related to your position. Other work with the computer/Chromebook can be used under scrutiny and utilizing best judgment.
- Any excessive or questionable damage to the computer/Chromebook may give cause for removal or reimbursement.
- Software should never be added to a school computer (when applicable) 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/Chromebook home only in an appropriate computer/Chromebook bag.
- Computer/Chromebooks that are not used consistently to improve our overall educational program may be re-distributed to other studios/staff members.
- Any problems with the performance of the computer/Chromebook or damage to the computer/Chromebook should be reported to the Assistant Director in writing immediately.
- Learner computer/Chromebooks 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/Chromebook briefly in the presence of children/teens unless they are working directly with learners.
- Staff will clean their studio (including staff) computer/Chromebook(s) at least monthly with approved glass cleaner and dust with a computer/Chromebook cloth at least weekly (computer/Chromebook should be turned off and cleaner sprayed on cloth).
- Staff will safely remove all hardware from their computer (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/Chromebook 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.	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. Constantly integrating and connecting new to existing information.	Modeling writing children's names with them. Using questioning skills to develop new depth with children. Making math/language a natural part of everyday 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 classroom. 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.
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 never leaving children unattended.	Never having backs to children. When one teacher “down” (guiding, giving lessons/observing), the other teacher “up” (supporting/available/assisting). Always notifying another teacher for monitoring if you need to leave the room.
10. Room Preparation – classroom completely prepared, maintained, and updated.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All missing parts, broken materials, and damaged materials taken out of classroom and “fixed” within 2 weeks or discussed with coordinator. Cleaning water activities daily.
11. Children have “presentations” or “lessons” on all activities in the classroom before choosing work.	All materials should be presented or represented 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 developmentally appropriate 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”.
13. Planning for and providing an environment in which children have the opportunity to choose to work either alone or with others.	The adult should observe for and plan necessary guidance/grace & courtesy lessons.
14. 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.
15. 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 classroom, and <u>especially at lunch and on the playground.</u>
16. 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.
17. 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 classroom.
18. Consistently communicating with families regarding health and wellness, both proactively and as issues arise.	Proactively: ex. Providing guidelines for sleep and screen time as well as having snack and lunch prep conversations. As Arises: ex. Conversation with parent about our observations (allergies, etc.)
19. 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.
20. Be aware that a safe (emotionally/ physically) environment is essential for child development.	Help children transition into the classroom – 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 making certain that what is being said is peaceful and respectful.
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 everyday 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 classroom. Making work "beautiful" and "ready for the next person." "Fixing" something on a shelf, table or the floor. Adults modeling appropriate behaviors. Adults encourage learners to use resources and peers to solve questions.
7. Everything has a consistent place in the environment unless it has been changed at a classroom 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 workstations 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 – classroom completely prepared, maintained, and updated. This includes facilitating classroom 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 classroom and “fixed” or replaced. Make sure lunch materials are in place <u>before</u> lunchtime.
11. Children have “presentations” or “lessons” in the classroom which 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 developmentally appropriate for an individual learner.
12. Both adults give formal and informal lessons in all 8 constructs.	Presentations based on social, emotional, wellness, moral, intellectual, creative, aesthetic, and school success. Giving new presentations that are developmentally appropriate for each child.
13. Empowering children to solve classroom 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 where children can share information.	Children being able to share everyday about goals met or classroom 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 and sharing this with families through regular 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/classroom 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.	Children are not given “time out”, withheld from outside time or withheld from other activities as a consequence for a behavior. The goal is for the child to use mistakes as learning tools to develop inner discipline.
23. Any changes in classroom procedures or ground rules should be discussed with the Director.	If teaching staff wants to try a new strategy pertaining to classroom management or instruction, they should discuss/email this idea first for discussion.
24. 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 only riding with bus. Limited amount of trips each year. All children must ride the bus with their class.
25. 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 classroom, and <u>especially at lunch and outside.</u>
26. 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.
27. 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 when necessary throughout the day. If an adult would not eat snack or go in the restroom – it should be fixed immediately.
28. Assigning individual and group assignments for means of observation, cooperative learning and assessment.	Staff should initiate and manage these assignments (utilizing appropriate software) for consistency and effectiveness without structuring their day. Appropriate follow up by the classroom 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.
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 personal beliefs as facts.
4. Adults will genuinely get to know each teen and their development in all 8 constructs. (social, emotional, wellness, intellectual, creative, aesthetic, moral, 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 everyday 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 classroom.
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 – classroom 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, wellness, moral, intellectual, creative, aesthetic, and school success.
15. Empowering teens to solve issues/concerns without adults just fixing the problems.	Adults will establish “committees” of teens that can research information and report back to the class. Adults listen to and address 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, whole grain crackers/chips, and hard cheese 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/classroom responsibilities.	Cleaning up after snack, maintaining clean bathrooms and coat areas, completing job responsibilities, cleaning up after lunch, putting 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. Adults should redirect teens talking with food in their mouths, burping, or engaging in any impolite manners.
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. For example, if a teen is having trouble with time management, they may come early to class or stay after to "catch up."
24. Any changes in classroom procedures or ground rules should be discussed with the Coordinator or Director.	If teaching staff want to try a new strategy pertaining to classroom 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 riding on the bus, as 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 classroom, 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 viewpoints.

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.

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. 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 everyday 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.
12. Using computer/Chromebooks responsibly in the presence of children/teens.	We should conduct our personal record keeping to a minimum and not during our time with learners.
13. 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.)
14. 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)
15. 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.
16. Confidentiality is of the utmost importance when working with children/teens.	Children leaving a studio for support, should be supported discreetly and within small, inclusive groups if possible. (even during testing) Conversations with teachers about IEPs or goals should not be had in the presence of others.
17. 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”.
18. 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.
19. 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.
20. 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.
21. Use Montessori materials/methodology whenever possible to support a concept or skill.	Consistently use “key experiences”, concrete representation, and work toward making learning relevant and/or purposeful. (Montessori: Science Behind the Genius)



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/Elementary Belief Statements (3-12 years)

- *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 cultivated in each child's learning.*
- *We believe that the curriculum should reflect life-long learning by expanding the traditional subjects and make all learning relevant.*
- *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 “child development specialists” that guide the learner through the learning process by keeping extensive records 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 learning is driven internally and should take place in a non-competitive environment.*
- *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.*

Teen Belief Statements (12-18 years)

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 lifelong 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 endeavors to attain and effectively use new and existing information.
- Teens should have the freedom to be themselves and develop individual identities within the community.
- Teens should be encouraged to question and look at situations from multiple viewpoints.
- The school community shares the love and respect of each learner and encourages each teen to develop his/her own uniqueness and individuality.
- Ownership, Empowerment (including Valorization), 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.
- 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 for their actions while maintaining dignity and respect.
- Understanding the developmental needs of teens (such as economic independence and a sense of social justice) is crucial to their overall support and learning.



Criteria of Exceptional Teachers

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.



Seclusion and Restraint Policy

I. USE OF RESTRAINT

- A. Restraint shall only be used when a learner is displaying physical behavior that presents substantial imminent risk of injury to the learner or others.
- B. Restraint shall only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- C. Restraint shall only be employed by staff members who have received crisis intervention training by the school in the use of restraint procedures with the following exceptions:
 - 1. Other school personnel may employ restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available.
 - 2. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Crisis intervention training will be completed by two staff members every three years.
- E. Restraint of a learner shall be conducted in a manner consistent with the techniques prescribed in the crisis intervention training program.
- F. Restraint shall last only as long as is necessary for the learner to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes.
- G. The degree of restriction employed must be in proportion to the circumstances of the incident, the size and condition of the learner, and the potential risks for injury to the learner.
- H. Mechanical or chemical restraints are not authorized in school.
- I. Prone or Supine forms of restraint are not authorized and shall be avoided.
- J. Seclusion or restraint shall never be used in a manner that restricts a child's breathing or harms the child.
- K. Every instance in which seclusion or restraint is used shall be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. There should always be at least two people involved.

II. WHEN RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED

- A. Restraint shall not be used unless there is imminent risk of injury to someone by the learner.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
- C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the learners or others is created.
- D. When known medical or physical condition of the learner would make the restraint procedures dangerous for that learner (e.g. learners with heart or circulatory conditions, asthma, etc.) they shall not be employed.
- E. Restraint shall never be used as a punishment, or to force compliance with staff commands.

III. USE OF SECLUSION

- A. Community Montessori does not employ seclusion, nor have a designated room for seclusion.

IV. WHEN SECLUSION PROCEDURES SHALL NOT BE EMPLOYED

- A. Community Montessori does not employ seclusion, nor have a designated room for seclusion.

V. INFORMING PARENTS AND GUARDIANS GENERALLY

- A. Our Family Handbook includes the following statement: As a part of the emergency procedures in place in our school, no learner will be restrained (Community Montessori does not utilize seclusion nor do we have a seclusion environment) by school staff unless the learner's behavior poses an imminent risk of injury to him/herself or others. However, significant violations of the law including assaults on learners and staff will be reported to the Floyd County Sheriff. As soon as possible after any such use of restraint, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of restraint.

VII. TRAINING

- A. Community Montessori will provide all staff members with basic training about conflict de-escalation procedures, the dangers of restraint (CM does not utilize seclusion), and procedures for contacting fully trained and certified staff when behavioral crises occur.
- B. This training will be recurrent and will be provided to new staff.
- C. Community Montessori will determine a specific curriculum and method of providing training related restraint.
- D. A core group of appropriate personnel will be trained in crisis intervention techniques which will include the use of restraint procedures.
- E. Recurrent training will be provided on a regular basis and at least annually.

VIII. Reporting, Documentation and Debriefing Requirements

- A. Immediately after the learner has restored emotional and behavioral control following the use of restraint, a staff member not involved with the incident shall examine the learner to ascertain if any injury has been sustained during the restraint.
- B. The building administrator or designee will verbally notify the parent/guardians as soon as possible (no later than the end of the school day in which the restraint occurs).
- C. The Director or designee will update the parent/guardian on the learner's current physical and emotional state and will discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident.
- D. Record of Disciplinary Action
 - 1. Staff involved in the use of restraint will contribute in a "Record of Disciplinary Action" as soon as practical after the use of restraint.
 - 2. The Director or designee will send a copy of the written report to the parent or guardian documenting the use of restraint, and will place a copy of the report in the learner's confidential file.
 - 3. A copy of the incident report shall also be sent the Assistant Director.
 - 4. A minimum of the following will be included in the incident report created after each instance of restraint or the use of seclusion:
 - i) The learner's name;
 - ii) The date and time of the incident;

- iii) The duration of any restraint; or the beginning and ending times of the restraint;
 - iv) A description of any relevant events leading up to the incident;
 - v) A description of any interventions used prior to the implementation of restraint;
 - vi) A description of the incident and/or learner behavior that resulted in implementation of restraint including a description of the danger of injury which resulted in the restraint.
 - vii) A log of the learner's behavior during restraint, including a description of the restraint technique(s) used and any other interaction between the learner and staff;
 - viii) A description of any injuries (to learners, staff, or others) or property damage;
 - ix) A description of the planned approach to dealing with the learner's behavior in the future;
 - x) A list of the school personnel who participated in the implementation, monitoring, and supervision of restraint and whether they had training related to restraint;
 - xi) The date and time on which the parent or guardian was notified;
 - xii) If the student has a disability (IDEA or Section 504), the type of disability.
5. Further, it is expected that each staff member involved in an incident will engage in a de-briefing or processing session(s) in order to determine what could have been done to prevent the future need for use of restraint for this learner specifically and for other learners in similar situations.
- i) Components to be included in this session are outlined in the Staff Processing of Restraint Form.
 - ii) The supervisor will provide support to the staff member and determine when the staff member shall return to his or her duties.
 - iii) The learner, with assistance from staff, will process the event at the earliest appropriate time.
 - iv) The staff member's supervisor or designee shall complete and file the form.

IX. Annual Review, Planning Process and Oversight

- A. A Community Montessori administrator (or designee) will be designated as the coordinator of data, planning and oversight of the use of restraint procedures at Community Montessori.
- B. Community Montessori shall establish a Committee or use a standing committee to conduct an annual review of all individual and program wide data associated with this policy. The Committee shall review the following components related to the use of restraint:
 - 1. incident reports;
 - 2. procedures used during restraint, including the proper administration of;
 - 3. specific Community Montessori approved restraint techniques preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
 - 4. documentation and follow up of procedural adjustments made to eliminate;
 - 5. the need for future use of restraint;
 - 6. injuries incurred during a restraint;
 - 7. notification procedures;
 - 8. staff training needs;
 - 9. specific patterns related to staff or learner incidents;

- 10. Environmental considerations, including physical space, learner seating arrangements, and noise levels.
- C. Upon review of the data, the Committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Director for changes in policies or practices.
- D. The Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the Community Montessori training curriculum.

Rev. 6/2019



Social Media Etiquette

Introduction and Background

Social Media can be defined as websites or applications that allow users (i.e. learners, teachers, administrators, and parents) to create and share content on networking websites. These can include, but are not limited to: Google Apps, Facebook, Instagram, LinkedIn, Vine, Snapchat, Kik, YouTube, and Twitter. These types of websites have optional levels of privacy that can be adjusted according to user preference.

Our school community exists in an era when technology is ever changing. It is a huge source for gathering information and informing others, an ideal that is a pointed part of the Montessori philosophy. Use of social media, at an appropriate age, can help foster deeper communication about classroom lessons between teacher and student. This occurs because this form of communication is relevant to learners today. With social networking tools teachers have the ability to make lessons both synchronous and asynchronous. Learning can be completely mobile and happening 24/7. This same idea can be applied to how Community Montessori communicates with our families. This could occur through daily announcements, photos of special school events, or even quotes from students and teachers. Overall, the integration of social media will allow for further collaboration and understanding between all groups in our school community.

Privacy

Concern for learners', families', and staff members' privacy is of the utmost importance to Community Montessori. Many learners are using social networking sites whether or not they are formally integrated in our school's environment. By making them a part of our school community we are creating an opportunity to inform our whole community about privacy options and ways to protect our digital footprints. This includes making sure our community understand they have the option to not have identifiable information published in regards to their child as given to them by the Family Educational Rights and Privacy Act of 1974 (FERPA) and that the staff of Community Montessori will continue to filter explicit content, which is a right of the Children's Internet Protection Act (CIPA). Social networks have a huge amount of content including articles, spoken word, music, photos, videos, games, and virtual environments that can be used to successfully help guide learners. This content is ever changing and ever growing. It can also appear in a variety of shapes and sizes to appeal to the multitasking nature of learners today. Information can be provided in multiple bites that can be compiled to create key learning experiences.

Community Commitments

Comments to CM sponsored sites such as its website, blogs, online forums, or social media sites are welcome and encouraged. We look forward to expanding our conversations to new medias! Though, please remember we value face-to-face conversations first and foremost and hope to keep the pillars of respect of self, others, and environments in our digital school as well as our dream school. To promote our values of peace, grace and courtesy within these forums, we request that comments are avoided that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise disrespectful. Social media often fosters debate of an issue; users are to engage in such exchanges with mutual respect for others' opinions just as we would respect one another in a person to person exchange.

T - Is it **T** rue?

H - Is it **H** elpful?

I - Is it **I** nspiring?

N - Is it **N** ecessary?

K - Is it **K** ind?

For the privacy of all of our learners, families, and staff please assume that all postings to Community Montessori sponsored sites will be publicly available on the Internet and therefore publicly accessible without limitation. Please consider how much personal information is shared with the understanding that this information may be linked to your name and published on the Internet by users outside of the Community Montessori Family. Pictures of families, learners, or staff taken at school and school sponsored events will be used on social media platforms **unless it is expressly requested in writing that they not be used.**

By choosing to post a comment, article, meme, or other material to CM sponsored sites as outlined above, users give Community Montessori the right and license to exercise all copyright, marketing, and moral rights with respect to any content you provide. This includes using submissions for any purpose in any form and on any media we produce. This includes, but is not limited to sharing, displaying, modifying, reproducing, presenting in copy media, and publishing your submission. Community Montessori reserves the right to review all comments as they are posted and to edit them to preserve readability for other users. Furthermore, Community Montessori reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this policy.

By posting material on CM sponsored sites you agree not to:

- Post material that is threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity. This includes information that could violate the privacy of others.
- Post phone numbers, email addresses or other confidential information of students, faculty, or any other person other than yourself. If you choose to post your own contact information for any reason please be aware that information will be available to the public and is therefore, subject to misuse.
- Post material that promotes or advertises a commercial product, solicits business, membership, financial, or other support in any business, group, or organization except those which are officially sponsored by Community Montessori.
- Post chain letters, post the same comment multiple times, or otherwise distribute “spam.”
- Allow any other individual or entity to use your identification for posting or viewing comments.
- Post comments under multiple names or using another person’s name.

Community Montessori Reserves the right to:

- Ban future posts from people who repeatedly violate these commitments.
- Remove or edit comments at anytime.

User agrees to indemnify and hold harmless Community Montessori, its affiliates, directors, employees, successors and assignment against any damages, losses, liabilities, judgments, causes of action, costs, or

expenses arising out of any claim by a third party relating to any material a user has posted on Community Montessori sponsored sites.

By posting a comment or material of any kind to a Community Montessori site, the user hereby agrees to the policy set forth above.

All “official” Community Montessori social networking sites must be approved by the Technology Coordinators (TC@shiningminds.com)

- Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the school.
- Sites that accept comments or postings by anyone other than the Technology Coordinators must be diligently monitored to ensure that information displayed fits within the CM guidelines and is appropriate to the subject matter of the page.
- Learners should not be expected to utilize the site as the only source of important information since learner access to social networking sites is restricted in the CM network.

Community Montessori Charter Public School Conflict of Interest Policy

Purpose: To establish the guidelines and authority to assist the board in identifying, disclosing, and resolving potential conflicts of interest.

Scope: The following statement of policy applies to each Director of the board and to all administrative employees. Policy to be reviewed and signed annually.

1. It is the policy of Community Montessori ("Charter School") and its governing body that the School's Board of Directors and administrative employees of the Charter School, shall carry out their respective duties in a fashion that avoids actual, potential or perceived conflicts of interest. Further, the Charter School's Board of Directors and administrative employees, shall have the continuing, affirmative duty to make disclosure of any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their respective responsibilities to the Charter School.
2. The Charter School's Board of Directors and administrative employees shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Charter School in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Charter School.
3. The Charter School's Board of Directors and administrative employees shall not seek or accept for themselves or for any of their relatives (defined herein to include spouses, siblings, ancestors, or descendants, whether by whole- or half-blood), from any person or entity that transacts or seeks to transact business with the Charter School, any gifts, entertainment, or other favors relating to their positions with the Charter School that exceed common courtesies consistent with ethical and accepted business practices.
4. The Charter School's Board of Directors and any individual holding a leadership position in the operation of the Charter School, including any administrative position (collectively referred to herein as "Interested Persons"), or any Interested Person's relative that owns a significant financial interest in (10% or greater), or is employed by, any business entity that transacts or seeks to transact business with the Charter School, the Interested Person shall disclose that position to the Charter School's governing body as soon as practicable. Any governing body director or officer making such a disclosure shall refrain from voting or from taking any Official Action as that term is defined by Indiana's Open Door Law at I.C. 5-14-1.5-2(d) on any issue pertaining to any transaction in which the director or officer is an Interested Person.
5. All Interested Persons shall not conduct business on behalf of the Charter School with a relative or a business entity where the Interested Person, or the Interested Person's relative, is employed or in which the Interested Person, or the Interested Person's relative owns a significant financial interest (10% or greater), except where such dealings have been disclosed to, and expressly approved and authorized by the Charter School's governing body.
6. Administrative employees of the Charter School shall not be voting members of the Charter School's governing body, or of any of the Charter School's advisory boards with decision making authority

delegated by the Charter School.

Conflict of Interest Statement

I certify with my signature below that, to my knowledge, I am in compliance with the Conflict of Interest Policy above, including the disclosures requirements. With respect to the possible conflicts of interest in Sections 4 and 5:

_____ I have no situations that apply

_____ I am attaching the required documentation or disclosing it below.

Signed _____ Date _____, 20__

Print Name and Position _____

Notes: _____

