
Cover Sheet

This application is a proposal to establish and operate a Public Charter School in the State of Maryland.

Name of Proposed Charter School: Carroll Creek Montessori Public Charter School

This application is being submitted by (check, and complete as appropriate, all that apply)

- Staff of a public school (Name of School) _____
- A parent/guardian of a student who attends a school in the county/city in which the school will operate
- A nonsectarian nonprofit entity (Name) Monocracy Montessori Communities, Inc. (MMCI)
- A nonsectarian institution of higher education (Name) _____

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Fax: N/A

Name of Person Authorized to Negotiate Julie Clark / Jennifer Peifer

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature:  Date: May 19, 2010

Fed Tax Identification #: 45-0481461

Start Up Information

Proposed Start Date August 2011

First-Year Enrollment: From preschool to grade 3 Number of students 160

Capacity Enrollment: From preschool to grade 8 Number of students 330

Location of school (address or area of city/county) In or near the City of Frederick

Names of Organizations Involved in Planning (if applicable): N/A

Name of Educational Service Provider (if applicable): N/A

Type of Application (Check One)

- New Public Charter School
- Conversion of an Existing Public School

If conversion, name the school being converted: N/A

Do you wish to retain the existing school site? Yes No

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Carroll Creek Montessori Public Charter School

Charter School Application

Submitted to Frederick County Public Schools

Reference Board of Education Policy 440

May 19, 2010

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This application includes data that shall not be disclosed outside the Frederick County Public Schools (FCPS) and shall not be duplicated, used, or disclosed—in whole or in part—for any purpose other than to evaluate this proposal. However, if a charter is awarded to this offeror as a result of—or in connection with—the submission of these data, FCPS shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting contract. This restriction does not limit FCPS's right to use information contained in these data if they are obtained from another source without restriction. The data subject to this restriction are contained in all pages/sheets herein.

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Executive Summary

Carroll Creek Montessori Public Charter School (CCM) is pleased to submit an application for approval to operate a charter school under the authority of the Frederick County Public Schools, Board of Education (FCPS BOE). CCM's initial application is for a four-year term, following §9-101 through §9-110 of the Education Article, Annotated Code of Maryland, opening in August 2011.

At CCM, we will instill a lifelong love of learning in our students by providing an optimum Montessori-based learning environment in which they will grow to become independent, confident, creative and caring members of our community and the larger world. To achieve this vision, we will build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social and intellectual parts. We will implement a Montessori-based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering Spanish enrichment or dual-language instruction to all students, we will provide a unique opportunity for students to learn a second language at an early age and develop multicultural awareness.

CCM is composed of a qualified group of founding members, as detailed in Section A, Description of Founders. Founders include a lawyer, a financial manager, several business owners, a Montessori educator, curriculum developers, an environmental safety coordinator, and a general contractor.

As described in Section B, Education Plan, we will implement a Montessori-based curriculum to give students the hands-on tools they need to be active learners both inside and outside the classroom. By offering Spanish enrichment or dual-language instruction to all students, we will provide students a

unique opportunity to learn a second language at an early age and develop multicultural awareness.

CCM plans to open for school year 2011-2012. As described in Section C, Operation Plan, in the first year CCM will serve grades preschool through grade 3, and one grade level will be added each successive year thereafter, up to grade 8.

CCM originated with families who were unsuccessful with enrolling their children in Monocacy Valley Montessori Public Charter School (MVMPCS). MVMPCS received over 600 applications for school year

CCM Benefits to FCPS BOE

- Demonstrated successful Founding Families
- Detailed plan to provide a Montessori educational experience to meet current student demand
- Spanish enrichment for all students and optional dual-language program to support the county's growing Spanish-speaking population
- Concrete implementation plan, adding one grade level each year
- Additional student seats to meet population growth at low cost to FCPS
- Sound business plan supported by committed, capable Founding Families

2009-2010 and over 800 for school year 2010-2011. The large number of applicants and few openings at MVMPCS has resulted in an extensive wait list. This demonstrates the need for a second Montessori Public Charter School in Frederick County. CCM has strong community support as demonstrated by: over 100 families who have indicated interest in enrolling their children in CCM; Letters of Support from a wide variety of community leaders (located in Appendix III); and the overwhelming interest in MVMPCS.

One of CCM's goals is to reach out to the growing Spanish-speaking population in Frederick County. CCM has developed a partnership with Frederick Alliance for Youth (FAY). CCM and FAY have discussed this partnership on many levels, including community outreach, transportation, food services, after-school programming, and a shared facility. The details of this partnership continue to evolve and will be paramount in CCM's efforts to reach the Spanish-speaking population.

CCM is grateful to be included under the non-profit organization of Monocracy Montessori Communities, Inc. (MMCI) as a sister school to MVMPCS. The organizational structure of CCM will be similar to MVMPCS. Our Governing Council (GC) will include parents of CCM students and Friends of Education. Parents of CCM students will also comprise half of the members of the MMCI Board of Trustees.

CCM is currently seeking an appropriate facility, as detailed in Section D, Facilities Plan. We are committed to securing a location, which meets FCPS facilities requirements and is easily accessible to a diverse student population. Providing additional educational space within high-growth areas may defer or eliminate the need for one or more capital facilities projects—thereby offering substantial savings to FCPS.

The Chair of the GC and the Principal Educator will assume responsibility for daily business and financial decisions. The finance committee, a sub-committee of the GC, will construct and oversee the school budget. CCM will apply to the Maryland State Department of Education (MSDE) for a start-up grant in the amount of \$550,000.00, as described in Section E, Business Plan, as well as additional grant monies through other funding sources. All Founding Families have made a financial pledge to support CCM.

CCM is committed to developing and maintaining a productive working relationship with the FCPS BOE. The founding members of CCM will offer a unique educational opportunity, which will expand the possibilities for students of Frederick County and strengthen the school system as a whole unit.

Contact Information

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Section A. Description of Founders

CCM Founders are a highly motivated, capable group, who work collaboratively to achieve our goals. We put a high premium on quality education, and we believe the Montessori approach best meets the needs of our children.

A.1 Profile of Founding Group

The Founders of CCM are composed of a group of families working together to apply for a public charter school. As demonstrated in this section, the Founders are highly qualified to operate and oversee a charter school. The founding group of CCM includes professionals in the fields of business, including several business owners/operators; finance, including a financial manager; education, including a Montessori teacher and a curriculum developer; construction, including an environmental safety coordinator, and a general contractor; law; public relations and community outreach; and the non-profit sector, including individuals with experience in grant writing and fundraising.

The vast majority of our founders have been awarded Bachelor's degrees from accredited universities in a wide variety of subjects, including: Business Administration, Finance, Accounting, Advertising, and Elementary Education. Nearly three quarters of our founders also have Master's degrees in subjects such as Business Administration, Elementary Education, and Teaching English as a Second Language. Our strong educational background shows we are prepared to operate the school and have a strong commitment to education and lifelong learning.

MMCI, the 501(c)(3), non-profit, tax-exempt membership corporation (see Appendix IV for the Articles of Incorporation and Bylaws) that currently operates MVMPCS, has agreed to operate CCM, once approved. This gives the CCM Founders the added support and experience of the MMCI community, its Board of Trustees, and its proven track record of success in operating MVPCS in Frederick County. Sections C.1 and C.2 describe in greater detail how MMCI will interact with CCM.

Composition of the Group

CCM Founders currently consist of two co-leaders, Jennifer Peifer and Julie Clark, seven additional Executive Committee members, and 10 families assigned to various committees. We plan to recruit one additional family, for a total of 20 Founders. The Founders serve on the following committees, where they perform the work necessary to start a new public charter school: Education, Facilities, Finance, Staffing, Admissions, and Marketing/Fundraising. The following lists the names and summarizes the qualifications of the CCM Founders. If any family listed below elects to withdraw their status as a founder of CCM, all Founder privileges will be relinquished at that time.

All Founders have completed a one-page resume, Affidavit, Disclosure, and Consent for Background and Credit Check Form, and a Conflict of Interest Form. Copies of each are included in Appendix V, VI, and VII, respectively. A brief description of each Founder follows:

Leaders

Julie Clark, Co-leader, has a Bachelor's degree in Social Work and has worked in the non-profit sector for the past 17 years. She is involved in the Frederick community as a leader in both a local parenting group and La Leche League.

Jennifer Peifer, Co-leader, has Bachelor's and Master's degrees in Social Work and has worked in social services for the past 11 years. She brings to the group her strong organizational and leadership skills.

Executive Committee

Danielle Wilfong, Education Committee Chair, has a Bachelor's degree in Nursing and works as an Oncology Nurse. She has a strong desire to bring the dual-language program to Frederick County.

Lisa Reed, Staffing Committee Chair, has Bachelor's and Master's degrees in Fine Arts. She is the founder of an art cooperative and is a professional exhibiting artist. She is also a Visual Arts Teacher and has taught in a variety of settings for 15 years.

Elizabeth Seal, Facilities Committee Chair, has been the Vice President of Operations at Robert W Seal, Inc for the past 5 years. She is currently completing her Bachelor's degree in Biological Sciences at Hood College in Frederick.

Octavio Quinones, Finance Committee Chair, has a Bachelor's degree in Mathematics from the University of Puerto Rico. He is originally from Puerto Rico and is a native Spanish speaker. He also holds a Master's degree in Public Health and has worked as a Biostatistician for the past 10 years.

Paul Hunter, Admissions Committee Chair, has a Bachelor's degree in Psychology and a Master's degree in Counseling Psychology. He has worked as a Counselor at Frederick and Harford Community Colleges as well as a Student Development Specialist.

Melissa Karlicek, Executive Committee, has a Bachelor's degree in Psychology. She worked for 6 years performing Community Outreach as a contractor for the U.S. Environmental Protection Agency and for 3 years in the Frederick County Public Library system. Melissa serves on the MMCI Board of Trustees as a Friend of Education.

Ashley Campbell, Executive Committee, holds Bachelor's degrees in Computer Science and Electrical Engineering and a Master's degree in Computer Science. She worked as a Software Engineer for Lockheed Martin for 5 years. Her strong research and analytical skills are a huge asset to CCM.

Committees

Janice Kominski, Admissions Committee, has a Bachelor's degree in Linguistics, with minors in Spanish, Film and Video, and a Master's degree in Counseling. She studied abroad in Argentina, where she taught English to teens and adults. She has worked as a Project and Business Manager at a graphic design firm, Coordinator of Communication for 74 churches with roughly 18,000 members, and Director of Youth Ministry at a church.

Laura Goyer, Admissions Committee, has a Bachelor's degree in Physical Sciences and has worked as a Software Engineer and Math Tutor. While living in Italy, she worked as a Technical Editor and Translator for two years and taught English to adult students for a year.

Sophie Huntington, Education Committee, has a Bachelor's degree in History. Working as a Curriculum Associate/Coordinator for the past five years, she has extensive experience in creating, testing, implementing, evaluating and revising curricula. She also has experience in grant writing and taught high school Social Studies courses for three years.

Kim Cowles, Education/Staffing Committees, has Bachelor's and Master's degrees in Elementary Education, is Montessori certified to teach at the Lower and Upper Elementary levels, and is currently working towards certification in School Library Media. She has been a teacher for the past 20 years, teaching in Montessori schools for 11 of those years.

Erin Frank, Education Committee, has a Bachelor's degree in Psychology and Human Services. She was a Kindergarten Lead Teacher at the Country Day School of McLean for two years. She served as the President of Circle of Life Cooperative Preschool Parent Board and worked as part of the hiring committee. She was a Member of the National Association for the Education of Young Children for two years.

Erika Baxter, Education Committee, has Bachelor's and Master's degrees in Creative Writing. She worked as an Instructor and Coordinator of the Graduate Creative Writing Program at the University of Virginia. She also worked as a Codirector of Youth Ministry and as a Director of Religious Education for Youth and Family Ministries for four years. She has experience in researching and writing capital proposals, fundraising and event planning, recruiting and training teachers, and reviewing and implementing curriculum, including Montessori preschool curriculum.

Charles Poteat, Facilities Committee, is the owner of Sugarloaf Woodworking, a general contracting company, and has worked for the company for the past 24 years. He has completed college coursework in Art, Communications and Pre-Architecture.

Lisa Graditor, Facilities Committee, holds a Bachelor's degree in American Studies and a Juris Doctor degree. She has practiced law for the last 10 years and has served on the Board of Trustees at the Citizens Care and Rehabilitation Center as the Chair of the Governance Committee for the past three years.

Stephen Robinson, Facilities Committee, has worked in the Information Technology (IT) field for the past 15 years. Working in such positions as Director of IT and Director of Operations, he has exhibited strong project management and strategic planning skills. He has completed college coursework in Computer Science.

Joe Adkins, Facilities Committee, has Bachelor's and Master's degrees in Geology. He is the Director of Planning for the City of Frederick, where he has worked for 21 years. He holds Bachelor's and Master's degrees in Geology.

Russell Kominski, Facilities Committee, has a Bachelor's degree in Chemical Engineering and a Master's Degree in Business Administration, with a concentration in Management and Operations. He has worked as a Project Engineer, Project Manager and/or Operations Manager for the past nine years.

Richard Cox, Facilities Committee, has Bachelor's and Master's degrees in Geology. He has 22 years progressive experience in environmental oversight, most recently overseeing and managing Indoor Air Quality program for a large public school district.

Kevin Wilfong, Finance Committee, has a Bachelor's degree in Business Administration. He is Managing Partner of a furniture company.

Kevin Farrell, Finance Committee, holds a Bachelor's degree in Finance and a Master of Business Administration degree. He currently works as a Senior Financial Manager for Lockheed Martin and has worked in Finance for the past 14 years.

Eric Peifer, Finance Committee, holds a Bachelor's degree in Accounting. He currently owns and operates his own floor covering business. Previously he worked as a Certified Public Accountant.

Kevin Frank, Finance Committee, has a Bachelor's Degree in Government and International Politics and a Master's Degree in Political Management. He has worked as a Store Manager for the past 11 years, overseeing \$13 million in annual sales and 65 employees.

Stefanie Cox, Marketing/Fundraising Committee, has Bachelor's and Master's degrees in German Literature. She is a Manager for PricewaterhouseCooper's Public Sector Practice and currently serves as the Senior Proposal Writer and Editor for the Sales and Strategy Group. She has more than 20 years experience in research, writing, organization, economic analysis, training, and project management.

Sheryle (Sherry) Quinones, Marketing/Fundraising Committee, has a Bachelor's degree in Psychology and a Master's degree in Library Science. She has worked in public libraries for nine years. She has also worked as a teacher, trainer, and director of a childcare facility for six years.

Julia Hunter, Marketing/Fundraising Committee, has a Bachelor's degree in Human Development and a Master's degree in Teaching English as a Second Language. She has worked as a college-level Spanish instructor for 8 years and taught English as a Second Language to students at Lado International College in Silver Spring, MD. While living in Madrid, Spain she was a teacher of English as a Foreign Language for 5 years and the Director of Studies/Pedagogical Coordinator for one year at OPEN School of Languages in Madrid, Spain. Julie's understanding of the Spanish language and culture will be critical in our outreach efforts to the Spanish-speaking population in Frederick.

Tony Karlicek, Marketing/Fundraising Committee, has a Bachelor's degree in English Literature. He is the Chief Executive Officer of Headwear USA, a local promotional products company.

Kristine Farrell, Marketing Committee, holds a Bachelor's Degree in Advertising and a Master's Degree in Library Science. She has worked as a Web Designer for the past 7 years, and she maintains CCM's website.

Kevin Graditor, Marketing/Fundraising Committee, has a Bachelor's Degree in Communication with minors in Spanish and Sociology and a Master's Degree in Social Service Administration. He has worked in a variety of social service-related positions as a bilingual (English-Spanish) clinician. Most recently, he has worked as a Bilingual School Therapist for FCPS. Kevin's Spanish language skills will be utilized in all aspects of planning and operating the school.

Lynn Dutrow, Staffing Committee, has a Bachelor's degree in Psychology and a Master's degree in Clinical Psychology. She has worked as a psychotherapist for 15 years, including 11 years working as a School Therapist for FCPS.

Board of Directors

Upon approval from FCPS BOE, the CCM Executive Committee will appoint six of the nine positions on the initial board of directors, or Governing Council (GC). We plan to recruit and appoint a leader from the

local Spanish-speaking community, with the assistance of FAY. After assessing the person's skills, we will develop the responsibilities.

The CCM Executive Committee will select the initial GC members as follows:

- Two of the parent representative positions will be Founders, whose qualifications are listed in Section A.1.1, above.
- Two of the parent representative positions will come from the pool of families who enroll their child(ren) the first year. CCM will submit their qualifications to the FCPS BOE at that time.
- Two Friends of Education will be individuals who have interest in the school, but who do not have children enrolled. CCM will submit their qualifications when they are selected.
- Once the CCM staff is hired, the Executive Committee will elect two staff members.
- The Principal Educator will be on the GC by virtue of office.

All GC members will be required to complete a resume, Affidavit, Disclosure, and Consent for Background and Credit Check form, and Conflict of Interest Form. All Founders have already submitted this paperwork (found in Appendices V, VI, VII). After the remaining GC members have been identified, the Executive Committee will ask them to complete these forms as well.

Recruitment

CCM currently has 19 founding families committed to CCM, and plans to recruit one additional founder, which will bring our total number of founding families to 20. The Executive Committee will select a qualified family based on their resumes. Nearly 30 additional families have indicated interest in being a part of the start-up process for CCM. However, in an effort to diversify, we will reach out to the Spanish-speaking community to recruit one additional founder. We will work with our community partners, as listed in Section B.3.2, Community Participation, to identify qualified candidates from within the Spanish-speaking community. If an additional founder from the Spanish-speaking community cannot be secured, we may select the remaining founder from the interested families that already applied. We will continue to seek Spanish-speaking members as founding family openings become available.

Additional Support

At this time CCM is not working with any support organizations to assist in operating the school. However, Founders have engaged in and continue to seek out learning opportunities to assist in opening and operating the school. CCM has established a relationship with the Maryland Charter School Network and participated in the 8-week educational webinar series, Charter Application Development Series. Some

of the Founders also participated in a Pre-Proposal Grant Writing Workshop offered by the Maryland State Department of Education (MSDE), and others attended the Maryland Charter School Conference.

Partnerships

This application is not being filed in partnership with any other organizations or entities. CCM has, however, formed community partnerships that will be further developed and formalized, upon approval of the school. These partnerships are discussed throughout the application where applicable and listed in full in Section B.3.2. CCM Letters of Support from community members and organizations are also included in Appendix III.

Leadership

At this time, CCM has no retained consultants to assist in the planning and establishment of the school.

Planning

A group of families decided to create CCM because they desire a Montessori education for their children within the public school system. These families have applied to MVMPCS and have been unsuccessful in gaining admission, due to the high number of applicants and limited number of openings. We advertised the idea of a second Montessori public charter school with a dual-language (Spanish-English) program option to the larger Frederick community throughout the Fall 2009 at the City of Frederick's "In the Streets" Festival, the MOMS Club of Frederick, North Frederick preschool fair, local parenting groups, and through the internet.

CCM has received overwhelming support from the community, receiving emails and phone calls from more than 50 families who wanted to participate in the start-up process and nearly 100 more who were interested to learn more about the potential school. CCM held an open forum for interested families in November 2009, with the goal of securing additional families to join the planning process. We requested that families submit their resumes if they wanted to join the planning process. We received resumes from more than 40 families and carefully evaluated them to select founders who compose the necessary skills to start and operate a school. CCM held a Founder Orientation meeting on January 24, 2010. At the meeting, each Founder was assigned a committee and asked to sign a contract of commitment, including 30 hours per family per year of volunteer services, for a period of two years.

Each of the 19 founding families has attended meetings and participated in creating the vision and mission for the school. The Executive Committee assigned each Founder to a specific committee, which best fit their expertise. Through committee work, each Founder has had an opportunity to be actively involved in the planning process, creating the school mission, and developing CCM's philosophy and

goals. Committee members have been heavily involved in research to familiarize themselves with charter school law, FCPS policies and regulations, the Montessori method, dual-language program options, facilities regulations, financial requirements, and availability of grants and other funds to operate CCM. Some committee members have performed site visits to and/or phone and email consultations with established charter schools offering a Montessori curriculum and/or a dual-language program. Other committee members have been involved in developing community partnerships through meetings and phone calls. Through regular meetings, committees have adjusted assignments and reached findings. The Executive Committee, which includes all Committee Chairs, has met at least once a month since October 2009 to facilitate planning and determine next steps.

CCM has utilized online tools to assist in the planning process. A yahoo group website serves as a communication tool for Founders. All Founders have access to this site and can post information for others to view. The school's vision and mission was drafted and posted on the yahoo group website, and all Founders had the opportunity to provide input. Throughout the application process, Founders were encouraged to write their sections in Google Documents, a secure online file sharing website, so that other committee members could read, edit, and comment on the content.

Founders have worked as a cohesive group during the planning process. Upon approval from FCPS, these committees will further develop their respective assignments. CCM envisions that these founding families will continue to be involved in the implementation and operation of the school through a variety of means. They will serve on the Governing GC or one of its sub-committees, volunteer in the classrooms, and/or support CCM through fundraising.

A.2 Planning

A.2.1 Planning Process

A group of families decided to create CCM because they desire a Montessori education for their children within the public school system. These families have applied to MVMPCS and have been unsuccessful in gaining admission, due to the high number of applicants and limited number of openings. We advertised the idea of a second Montessori public charter school with a dual-language (Spanish-English) program option to the larger Frederick community throughout the Fall 2009 at the City of Frederick's "In the Streets" Festival, the MOMS Club of Frederick, North Frederick preschool fair, local parenting groups, and through the internet.

CCM has received overwhelming support from the community, receiving emails and phone calls from more than 50 families who wanted to participate in the start-up process and nearly 100 more who were

interested to learn more about the potential school. CCM held an open forum for interested families in November 2009, with the goal of securing additional families to join the planning process. We requested that families submit their resumes if they wanted to join the planning process. We received more than 40 resumes and carefully evaluated them to select founders who compose the necessary skills to start and operate a school. CCM held a Founder Orientation meeting on January 24, 2010. At the meeting, each Founder was assigned a committee and asked to sign a contract of commitment, which outlined sixty hours per year of volunteer expectations, for a period of two years.

Each of the 19 founding families has attended meetings and participated in creating the vision and mission statement. We use a Yahoo Group site and Google Documents as tools for communication. The Executive Committee assigned each Founder to a specific committee, which best fit their expertise. Through committee work, each Founder has had an opportunity to be actively involved in the planning process, creating the school mission, and developing CCM's philosophy and goals. Committee members have been heavily involved in research to familiarize themselves with charter school law, FCPS policies and regulations, the Montessori method, dual-language program options, facilities regulations, financial requirements, and availability of grants and other funds to operate CCM. Some committee members have performed site visits to and/or phone and email consultations with established charter schools offering a Montessori curriculum and/or a dual-language program. Other committee members have been involved in developing community partnerships through meetings and phone calls. Through regular meetings, committees have adjusted assignments and reached findings. The Executive Committee, which includes all Committee Chairs, has met at least once a month since October 2009 to help pull together all the planning information and determine next steps.

CCM has utilized online tools to assist in the planning process. A yahoo group website serves as a communication tool for Founders. All Founders have access to this site and can post information for others to view. The school's vision and mission was drafted and posted on the yahoo group website, and all Founders had the opportunity to provide input. Throughout the application process, Founders were encouraged to write their sections in Google Documents, a secure online file sharing website, so that other committee members could read, edit, and comment on the content.

Founders have worked as a cohesive group during the planning process. Upon approval from FCPS, these committees will further develop their respective assignments. CCM envisions that these founding families will continue to be involved in the implementation and operation of the school through a variety of

means. They will serve on the Governing GC or one of its sub-committees, volunteer in the classrooms, and/or support CCM through fundraising.

Risk Management

The safety of CCM students will be of utmost importance at all times. As described in Section D, Facilities Plan, CCM will follow the FCPS Fire Drill Board of Education Policy 410 and the FCPS Reporting Emergencies Board of Education Policy 411. CCM will devise a complete crisis readiness plan in conjunction with the physical school building prior to opening in August 2011. We will devise a chain-of-command protocol and assign a crisis-management team, which will consist of CCM staff. The crisis readiness plan will include an evacuation plan and checklist, identification of an off-site evacuation area, and a parent/student reunification protocol and site. All staff will be trained in the emergency preparation plan, and they will communicate the importance of fire drills and other emergency drills to all students. Emergency contact information and exit maps will be posted throughout the building.

CCM's insurance plans are located in Section E.3.1.

Section B. Education Plan

Education is a preparation for life, not merely a search for intellectual skills. Dr. Maria Montessori said that the only really important thing in education is to teach the child how to learn. Every baby is born with the desire to know, the urge to explore, and the need to master the environment – in short, to achieve. The motivations for learning come from within the child. The child who accomplishes this moves into harmony with this world and becomes a full person. With that in mind, the CCM Montessori environment will be carefully prepared to train the senses, to stimulate curiosity, to satisfy the child's need to know, and to protect him or her from unnecessary failure.

B.1 Mission and Vision of Carroll Creek Montessori Public Charter School

The CCM Founders have collaborated to develop our shared vision and mission.

Mission and Vision

Vision Statement:

At CCM, we will instill a lifelong love of learning in our students by providing an optimum Montessori-based learning environment in which they will grow to become independent, confident, creative and caring members of our community and the larger world.

Mission Statement:

To achieve this vision, CCM's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social, and intellectual parts. We will implement a Montessori-based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering Spanish enrichment or dual-language instruction to all students, we will provide a unique opportunity for students to learn a second language at an early age and develop multicultural awareness.

Target Student Population

CCM intends to provide an optimum Montessori education for families in Frederick County. We are especially interested in welcoming Spanish-speaking students. FCPS presently has more than 1400 students participating in English Language Learner (ELL) classes; of these, 73%(approximately 1022 students) have Spanish as their dominant language. CCM's option for English-Spanish dual-language instruction, in which students will develop strong language skills in both Spanish and English, as well as intensive Spanish enrichment instruction, will provide a unique opportunity for exposure to a second language at a young age. Because of this, members of the Spanish-speaking community will be valued

members of the CCM learning community. Their Spanish fluency will be an asset and resource for the non-native Spanish speakers at the school; likewise, the native English speakers will be a resource for them.

If FCPS approves CCM's Waiver for Article 9-102(3) of Maryland State Board of Education Bylaw, we will be able to offer a true dual-language immersion experience, with 50% native Spanish speakers and 50% native English speakers in those classrooms, as described in Sections C.3.3, C.8.4 and Appendix XIX.

Admission to CCM will be open to all students residing in Frederick County who are eligible for preschool through third grade at the start of the 2011-2012 school year. Each subsequent year, CCM will add one grade level until we reach capacity at grade 8. This plan follows the recommendations of Alison Shecter, Head of School, from Baltimore Montessori Public Charter School. By the 2018-2019 school year, our school offerings will be complete. The table below provides an overview of the projected population for the first four years. The Projected Enrollment Plan, found in Appendix VIII, provides full details of CCM's projected enrollment growth over the first eight years.

Projected Population	Year 1	Year 2	Year 3	Year 4
Grades Served	PS - Gr. 3	PS – Gr. 4	PS – Gr. 5	PS - Gr. 6
Total Number of Enrolled Students	160	190	220	250
Number of Classroom Teachers and Assistant Teachers	16	17	19	20
Number of Founding Family Students	23	26	30	30 ¹

¹Actual number of Founding Family students may be higher in Year 4, if additional children are born in the future (between September 1, 2010 and August 31, 2011) and enroll at age 3.

In the Montessori classroom, students are traditionally grouped in mixed ages according to planes of development: three- to five-year-olds are in the primary classroom (preschool-Kindergarten), six- to eight-year-olds are grouped together, in the lower elementary classroom (Grades 1-3), and nine- to twelve-year-olds are grouped together in the upper elementary classroom (Grades 4-6). Montessori class sizes are typically large, around thirty students. The approach and rationale are described further in Section B.1.3 Student to Teacher Ratio. The following paragraphs in this section will further explain our classroom offerings.

2011-2012 Transition Year

CCM recognizes that the first year in a Montessori classroom can bring challenging changes for students. Allison Shecter, Head of School at Baltimore Montessori Public Charter School, shared with us that when she opened Baltimore Montessori, the five-year-olds and third-graders had an especially difficult time. These students, the oldest in three-year mixed-age classrooms, were unfamiliar with the Montessori environment and with the unique leadership role they needed to fill for Montessori peer tutoring to work

well. Without their leadership, the students were not as successful as they could have been. Ms. Shecter strongly recommended that we reduce class size and age ranges in the first year. We discussed this option with Catherine Nehring, an AMI Montessori-certified founding member of MVMPCS. She shared that MVMPCS also had a very difficult first year and supported this plan. Based on the recommendations of these two experts, during CCM's first year of operation, we will provide the following smaller groupings (also depicted in a staffing chart found in Section C.3):

- Two classrooms each of no more than twenty three- and four-year-olds together
- Two classrooms each of no more than twenty kindergarteners and first graders together
- Two classrooms each of no more than twenty second and third graders together

These classrooms will be taught in English with periods of intensive Spanish enrichment.

In addition, during CCM's first year, we will provide:

- One classroom offering Spanish-English dual-language instruction for no more than twenty three- and four-year-olds
- One dual-language classroom for no more than twenty kindergarteners and first-graders

Because language learning builds over time and is best begun early, the oldest students beginning the dual-language program in CCM's initial year will be first graders. Students beyond first grade will not be admitted to the dual-language program as new students in subsequent years, unless they can demonstrate strong skills in both English and Spanish.

2012-2013 School Year

In 2012-2013, the students will have been 'trained' in the Montessori style of learning, so CCM will shift from the two-year classroom groupings as discussed above in the 2011 Transition Year, to the traditional Montessori multi-aged classroom groupings. These classrooms will receive instruction in English with periods of intensive Spanish enrichment:

- Two primary classrooms, consisting of preschool, pre-kindergarten, and kindergarten, no more than thirty students each
- Two lower elementary classrooms, consisting of first, second, and third grades, no more than thirty students each
- Two upper elementary classrooms, consisting of fourth, fifth, and sixth grades, no more than thirty students each
- One upper elementary classroom, consisting of fourth grade, with no more than twenty students

In addition to the classrooms receiving instruction in English, CCM will offer two classrooms of Spanish-English dual-language instruction as follows:

- One dual-language primary classroom, consisting of preschool, pre-kindergarten, and kindergarten, of no more than thirty students
- One dual-language lower elementary classroom, consisting of first and second grade, of no more than twenty students

2013-2014 and Successive Years

In each successive year, CCM will add classrooms to support the next grade level as students move up, until eighth grade. When CCM reaches capacity, we will offer the following:

- Three primary classrooms
 - Two taught in English with intensive Spanish enrichment
 - One with Spanish-English dual-language instruction
- Three lower elementary classrooms
 - Two taught in English with intensive Spanish enrichment
 - One with Spanish-English dual-language instruction
- Three upper elementary classrooms
 - Two taught in English with intensive Spanish enrichment
 - One with Spanish-English dual-language instruction
- One seventh-grade class
- One eighth-grade class

All primary, lower elementary, and upper elementary classrooms will use the Montessori tools and methodology. CCM will continue to monitor the interest among families wishing to enroll their children into the Spanish-English dual-language program, and will assess resources to provide additional dual-language classrooms. CCM will remain open to the possibility of converting a greater percentage of the classrooms to the Spanish-English dual-language instruction. In the seventh and eighth grade classrooms, the curriculum will ease the transition from the Montessori-based curriculum to the traditional public school setting to prepare the students for high school. Spanish language learning will continue to be an important element of the CCM experience during the seventh and eighth grade years. At a future time CCM will decide whether dual-language instruction will be offered or traditional Spanish I and Spanish II.

School Calendar

CCM's school calendar will follow the FCPS standard school calendar. We will provide 180 instructional days, with a start date of August 2011.

Geographic Area

CCM expects to be located within the Frederick City Limits. CCM has established a partnership with Frederick Alliance for Youth (FAY) and plans to share a new, permanent facility with this organization in a location easily accessible to Spanish-speaking population centers. Until that facility is ready, CCM plans to lease a facility for four years.

Student to Teacher Ratio

CCM will maintain a maximum student-staff ratio of 15:1.

In the CCM Montessori classroom, students will work independently or in small groups. Instead of students relying solely on a teacher to learn, their learning will be primarily self-directed. A teacher typically offers an initial brief instructional moment or presentation, and then functions as a resource, moving among students during work periods to offer one-on-one and small-group support. To facilitate this kind of self-motivated learning, the Montessori classroom is not "over adulted." Montessori teachers are trained specifically to observe a large number of children and provide assistance where needed.

According to Angeline Stoll Lillard, in *Montessori: The Science Behind the Genius*:

The provision of an adequate number of models to learn from is a factor in Montessori's advocating classes that are large by today's standards: about 30 to 35 children to one teacher. Dr. Montessori believed that when there are not enough other children in the classroom, there are not enough different kinds of work out (on their rugs, floors, tables) for the children to learn sufficiently from watching each other work, nor are there enough personalities with whom children can practice their social interaction skills. "When the classes are fairly big, differences of character show themselves more clearly, and wider experience can be gained. With small classes this is less easy."

In contrast, in traditional schools, people's sense is usually that smaller classes are better for children. Research on this is actually equivocal, at least as regards achievement. Even if smaller class sizes were clearly advantageous in traditional settings, that does not translate into their being better in settings where learning occurs largely through interactions with peers and materials. In traditional settings when one person is teaching the whole class simultaneously, that person would have more attention to devote to each child, and fewer children would conceivably allow for better teaching. When children are learning from materials and each other, having more varied possible tutors and tutees, a

greater variety of people to collaborate with, and more different types of work out (inspiring one to do such work oneself) might be more beneficial. Empirical research with smaller and larger Montessori classrooms could address this issue.

In sum, research clearly shows that children learn by imitation, that they do so quite early, and that they may be particularly apt to imitate just-older peers. Montessori education apparently capitalizes on imitative learning in both the academic and social realms. It does so by using hands-on materials, by how lessons are given, by having 3-year age groupings, and by having large classes with a single teacher.

Educational Needs of the Target Student Population

Growth

According to population projections on the Frederick County web site (<http://www.frederickcountymd.gov/index.aspx?NID=102>) between the years 2000 and 2010, county population has grown from 195,277 to 243,220, or approximately 25%. Frederick County projects its population to reach 287,913 by 2020, an additional 18% growth. According to the Pew Hispanic Center, the Hispanic population of Frederick County increased by 177% between the years 2000 and 2007.

Since the year 2000, FCPS enrollment has grown by 11%, according to the FCPS School Report from Winter 2009-2010 (http://fcps.schoolwires.com/fcps/lib/fcps/publications/FCPSwinter09_10.pdf).

Given current population trends, the FCPS population is projected to continue growing at a similar rate. According to the FCPS BOE-Approved Facilities Master Plan Annual Update of September 2009, 11 elementary schools were operating at or above 100% capacity as of September 2008. An additional 11 elementary schools were operating between 90% and 100% capacity. The elementary schools that are operating at or over capacity are located around Frederick City, the fastest growing areas of the I-70 corridor, and Urbana.

By providing additional spaces for students, CCM will help alleviate FCPS overcrowding. Further, by recruiting, hiring, and training a number of qualified teachers, CCM will be helping FCPS meet its responsibility for increasing staff resources to meet demand in the wider school system.

Multiculturalism, Challenged Communities, and Language Learning

CCM has formed a partnership with FAY, a community organization developed to serve the Hillcrest and Waverly neighborhoods of Frederick, areas of significant concentration of the Spanish-speaking population. FAY is currently developing plans for a new facility to house youth programs. They have received funding from the Ausherman Family Foundation and the Comcast Foundation. CCM and FAY plan to share this

facility and collaborate to offer before- and aftercare, extended day care, and extracurricular activities, serving both of our missions.

In developing their mission, FAY conducted a series of 20 focus groups to identify specific challenges in their target communities. Several areas of concern emerged, including "There are ethnic groups that don't understand other ethnic groups," and the community needs "activities to get kids to interact with each other regardless of their culture or socio-economic status." CCM's multi-cultural focus, borne of its Spanish-English dual-language instruction and enrichment programs, will help students and families develop their own cultural awareness, promoting understanding, respect, and acceptance at school and in the wider community among people of varied cultural backgrounds.

FAY focus groups also identified that some "parents who work lack resources for preschool age child care." CCM will help meet this need in the community by providing free, public preschool for three-and four-year-olds. This is significant in a school system, where 21% of students qualify for free and reduced-price meals.

Currently in FCPS, more than 1,000 students with Spanish as their primary language participate in English Language Learner (ELL) classes. CCM will broaden outreach to the Spanish-speaking community. Because of our multicultural focus, dual-language classrooms, and Spanish enrichment, our school will be a place where Spanish-speaking students will be valued as a resource. CCM will be a place where all students have the opportunity to learn two languages, which will increase their marketability in the future and equip them to bridge language barriers in the community.

Families Looking for Montessori Pedagogy

Many families are interested in the multi-sensory, "whole-child approach" that Montessori education offers. Because demand has far outpaced available seats, many Frederick County parents or guardians have been unsuccessful in enrolling their children in MVMPCS. CCM will offer these families the Montessori education they are seeking for their children and in doing so, further enrich the FCPS offerings.

Educational Focus

CCM's primary focus will be to optimally implement the traditional Montessori curriculum, as guided by the research of Dr. Maria Montessori. The Montessori method educates the whole person, an approach Dr. Montessori referred to as "peace education." The Montessori classroom is a prepared environment in which multi-aged groups of students, working within the same planes of development, self-select their "work" during long periods of uninterrupted time. Students work independently, in pairs, or in small groups, as they choose. For an overview of Montessori guiding principles, see Section B.2.1.

CCM's secondary focus will be the language instruction and multi-cultural aspects of the school. Every student at CCM will participate in either Spanish enrichment programming or Spanish-English dual-language instruction. For an overview of CCM's language program, see Section B.2.1.

B.2 Academic Design

Dr. Maria Montessori's approach to education was that of a scientist. Her prepared classroom environment and pedagogy were formulated as a result of research and the scientific method of observation and experimentation.

Student Content and Performance Standards

The culture of the school is described in Section B.3.3, as requested.

CCM's methods of assessing student performance are described in detail in Sections B.4.1 Goals Against which the School's Success Will Be Judged, B.4.2 Indicators of Performance, B.4.5 Baseline Performance, and B.4.6 Assessment Tools.

Please see Appendix X, Montessori and Foreign Language Research, for references to research demonstrating the effectiveness of the Montessori approach to learning and its positive effects on test scores and the development of "executive function," as well as its success with students with learning disabilities and students from diverse backgrounds.

Montessori Principles

In her work with underprivileged students, Dr. Montessori discovered that by providing thoughtfully designed materials and by allowing students to take the lead in the pursuit of knowledge, she could educate students who were previously considered uneducable. The genius of the Montessori approach continues to be supported today. The progress made in the fields of neuroscience and cognitive science in recent years, including studies using Magnetic Resonance Imaging (MRI) technology, have consistently confirmed Montessori's conclusions. Research in the fields of linguistics and childhood development also affirms Montessori's methods.

The basic principles of the Montessori method are the following:

1. Cognitive development follows a predictable progression from the concrete to the abstract. There are critical periods of time when children are most ready to acquire and develop certain skills. Educators must understand these levels and introduce material at times appropriate to the individual child.
2. Academic, social, and emotional development are interdependent; education must concern itself with the development of the whole child.

3. Every child has an inner drive to explore and discover the world; this innate curiosity will lead to productive learning if given the proper environment, resources, and guidance.
4. Learning is most productive when self-directed and founded on individual interest.
5. For younger students, learning is most effective when it takes place through direct sensory experiences and interaction with objects in their natural context.
6. Information should be presented in a pattern of whole-to-part, and integrated through interdisciplinary study, so students can place it in context and understand how things are related.
7. Learning must be enhanced and applied, especially in later years, by going out and doing relevant work in the community.

Montessori Approach

The Prepared Environment. The CCM Montessori learning environment is designed to support a diverse, multi-sensory sequence of skill activities ranging from emergent to mastery levels. It includes visual, auditory, tactile, and kinesthetic modes of presenting information. The prepared environment includes manipulatives, reading materials, reference books, art supplies, equipment, and educational games that may be integrated with group activities or chosen as independent work. The hallmarks of an enriched environment are a variety of media and technology with which to create forms of communication and expression. Great care and attention to detail goes into creating this learning environment.

Hands-On Materials. Students with diverse learning styles can be successful with CCM's multi-sensory approach. Through scientifically designed, hands-on manipulative materials, students choose from a range of sensory stimulation to facilitate mastery of the concepts inherent in the materials. Each material focuses on a particular concept or skill but addresses many levels of understanding, using sequential lessons that begin with the concrete and progress to abstract concepts, leading to higher-level learning. Learning is most clearly remembered and accurately assessed when it is met with a response. The more immediate the feedback, the better. The Montessori materials are designed to be self-correcting, meaning they provide immediate feedback to students, thus reinforcing autonomy, confidence, and self-motivation.

Mixed-Age Groupings and Peer Tutoring. In CCM Montessori classrooms, students are grouped in multi-age clusters according to the developmental stages, or "planes," of childhood (3-6, 6-9, 9-12) as researched by Dr. Maria Montessori. (Note the exception for the first year only, as described in Section B.1.2.) Multi-age classrooms maximize the curriculum options available to students, minimize competition, and encourage cooperation. The younger students benefit from observing older role models, and the older students get a chance to practice, refine, and teach their newly developed skills. Teaching is the ultimate

test of mastery. Multi-age classrooms provide a stable community, because students continue with the same Classroom Teacher for three years (for information about staffing, see job descriptions under Section C.3.4.B., Qualifications of School Staff). The Classroom and Assistant Teachers make a deep connection with the students (and the students with each other). Teachers maintain the same classroom each year. The established classroom culture and environment continue the following year. Students who have moved up into the class are able to integrate quickly, because they are entering a context where norms for behavior are already established, the rhythm of the day is practiced, and projects are underway.

Uninterrupted Work Periods and Sustained Concentration. CCM Montessori education values sustained, intense periods of concentration. In our technological society, students spend much of their time multi-tasking, using one or more electronic devices simultaneously. They have few opportunities to develop the ability to concentrate, which is essential for academic achievement and success in life. In the Montessori classroom, long, uninterrupted periods are provided every morning and most afternoons when students are able to select work appropriate to their abilities and interests, and within the framework of their work plans, and work until completion. The opportunity to pursue chosen topics in great depth, without fear of interruption or the requirement to move quickly on to the next scheduled module, fosters cognitive growth as well as self-confidence and concentration. Sustained periods of concentration enable students to acquire the knowledge and skills for developing their full potential, and strengthen learners' self-confidence, self-discipline, and study habits.

Intrinsic Motivation. Dr. Montessori discovered that children are driven by their desire to become independent and competent beings in the world. As with adults, the best learning occurs in contexts of interest. Dr. Montessori created situational interest by designing developmentally appropriate materials that appeal to a child's natural curiosity, while teaching specific skills. CCM Montessori Classroom Teachers will be specially trained to inspire children while presenting lessons, and to observe children's developmental levels and interests to plan the environment accordingly. The influence of interest on learning has been clearly demonstrated in current research studies as documented in Lilliard's book, *Montessori: The Science Behind the Genius*.

Following the Student. The goal of the CCM Montessori environment is to allow each student to fully develop his/her intellectual skills, not to push the student in order to meet a normative schedule of development. Students move at their own pace within the open-ended curriculum, and the classrooms are equipped to extend well beyond typical grade-level work. This means that gifted students can continue to develop the knowledge and skills to perform at higher levels within their daily classroom environment.

Some students may experience uneven or scattered development. In the Montessori classroom, these students can move ahead in specific areas of strength, while further developing weaker skill areas. The students are able to repeat activities as often as needed to master basic skills in order to achieve at high levels. Montessori teachers are experts in observation, and are trained to "follow the student" offering new lessons or repeating others as appropriate to individual students.

Choices and Freedom within Limits. The CCM Montessori program allows students to become aware of the presence of choice in every aspect of our lives and to accept responsibility for making appropriate choices. Feeling that one has control and can make choices fulfills a person's need for autonomy and allows him or her a chance to thrive. Montessori students are free to choose work appropriate for their current stage of development. Being able to move and socialize within this structured environment enhances cognitive and social development. Although there is considerable freedom within the classroom, it is "freedom within limits." The carefully prepared, orderly environment and materials create boundaries and demonstrate a clear organization and sequence of skill activities. Students are limited by the lessons that have been presented and by the requirement to be constructive and responsible with materials and behavior. "Daily instruction" is the Montessori term for the brief instructional moments used by a nurturing, observant, well-trained teacher to focus the student's learning choices. Students and teachers together develop daily work plans to make goals, document lessons, check off completed work, and reflect on their day or week. Younger students or those with special needs may need to have more limited choices. As learners develop, they enjoy increasing freedom to make choices about their learning, if they are able to do so responsibly and work consistently toward the goals they set for themselves.

Meaningful Contexts for Learning and Integration of Subject Areas. Sometimes students learn information or skills without understanding how to apply this knowledge beyond a classroom test. In the CCM Montessori curriculum, students work with materials and undertake projects designed to be interdisciplinary and hands-on--just as work is in the "real-world." The same Montessori Classroom Teacher guides learners in all subject areas, engaging the students' imagination through stories that connect new information with prior knowledge and allowing students to assimilate this information into a comprehensive framework. This framework extends beyond the classroom. Montessori Education includes the concept of "walking out" into the world to apply skills and knowledge while participating in aspects of the community and engaging in service-learning.

Movement. The CCM Montessori method takes advantage of the vital relationship between learning and movement. Incorporating physical motion and cognitive work improves memory and the integration of

information in the brain. Movement keeps the brain oxygenated, a necessity for better brain function. Children often love being in motion, and rather than fight against this tendency, Montessori pedagogy uses it. Students are free to move as they choose their work, and movement is a part of most activities. Students will have the opportunity to learn and practice yoga in the classroom. By practicing yoga movements, students will build concentration, focus, and confidence, all of which will facilitate learning.

Exploration through the Arts. Art is a non-verbal language that plays a vital role in human communication. CCM Montessori classrooms have an art area with an range of open-ended materials that learners use at will to respond to, and integrate into, the lessons they have received. Engaging in art enhances concentration, problem solving, visual motor skills, and creativity. Further, the Montessori pedagogy integrates the arts into the curriculum, offering students ways to learn concepts with their whole mind, and offers a mode of achieving academic success for students who may otherwise struggle. Music education provides the structure necessary for the acquisition of language and mathematical skills and enhances auditory discrimination skills, which are essential for learning to read. Sequencing, left-to-right progression, and hand-eye coordination are necessary for both music and written language. Mathematical concepts, such as spatial and fractional relationships, appear in music and are used in geometry, algebra, and architecture.

Educating the "Whole Child" and Peace Education. Because of her belief that education was the route to world peace, Dr. Montessori developed practical life exercises as the foundation for the classroom at all age levels and considered her curriculum to have as its end the education of the "whole child." She called this approach "peace education." CCM Lead, Classroom, and Assistant Teachers will model peaceful behavior. Teachers offer student lessons in grace and courtesy, and instruction in how to proceed in life with respect for self and peers. As students progress, they practice social skills, such as conflict resolution, and collaborate in the establishment of a peaceful democratic community by establishing classroom norms and participating in class meetings. Peace Education is discussed further in Section B.3.3.

The Role of the Teacher. The CCM Montessori method promotes active learning in the classroom by defining the teachers' role as support persons for the students' pursuit of knowledge. Teachers are not the primary source of knowledge. The Montessori teacher's role is that of a facilitator--guiding the student within the environment. The teachers serve as an example of appropriate, respectful behavior. The teacher is rarely the center of the class's attention. Rather than lecturing, the teachers move among the students as they work, observing and responding to students in one-on-one interactions. Montessori teachers are

trained observers and use anecdotal records for a more authentic assessment of a student's skills. They repeat lessons when necessary and give new lessons when students appear to have mastered the material and are ready for the next sequence.

Montessori Performance Standards

Montessori standards reflect the typical needs of students in each mixed-age grouping.

Primary (Preschool, Pre-Kindergarten, Kindergarten)

CCM's Montessori primary curriculum will include standards in the following areas: practical life skills, sensorial experience, language, math, and cultural studies. Three- to six- year- olds are sensorial explorers who need to manipulate concrete materials in order to understand abstract ideas. They possess a strong desire to acquire knowledge of the environment and to be independent. They go through "sensitive periods" of intense attraction to experiences involving language, order, and movement. The goals of the primary curriculum include the following, to be achieved through concrete experiences:

1. Coordinate and refine movement
2. Concentrate to complete a task
3. Gain a confident awareness of one's own abilities
4. Develop awareness of others and how to interact appropriately
5. Strengthen and refine each of the senses
6. Develop a rich vocabulary and oral expression
7. Develop coordination of the hand and arm for writing
8. Develop a strong foundation in phonetics, word reading, and sentence reading
9. Gain a concrete impression of math quantities and processes that lead to abstract concepts
10. Engage in a wide variety of cultural subject areas
11. Stimulate one's natural curiosity
12. Explore the arts independently to foster creativity and self expression

Lower Elementary (Grades 1-3)

The CCM Montessori lower elementary curriculum will include standards in the following areas: speaking and listening, written language, reading, word study, research, number concepts, problem solving, geometry, history, geography, biology, zoology, botany, ecology, scientific processes, health, art, music, and movement. Children at this age are oriented toward intellectual discovery as they begin to investigate "why" and "how." Montessori's course of study called "cosmic education" stimulates the child's emergent

reasoning mind, whose imagination drives the search for knowledge. At this level, learners use hands-on experiences to apply their skills to a wide range of projects and activities. Goals include:

1. Participate in group discussions or community meetings
2. Perform cooperative work in small groups
3. Develop logical self expression
4. Follow oral and written instructions
5. Develop fine motor control to write legibly, working toward cursive fluency
6. Engage in creative and factual writing activities
7. Use a variety of phonetic skills and reading strategies to read unfamiliar words
8. Read with increasing comprehension and fluency, read to learn, and read for pleasure
9. Develop and apply new vocabulary across the curriculum
10. Connect new concepts with prior knowledge to reach understanding
11. Research topics of interest
12. Use Montessori materials to develop the concept of the four basic mathematical operations, including memorizing basic math facts and applying them to practical word problems
13. Recognize and construct geometric figures
14. Begin an understanding of geography and the physical sciences to create maps and write simple reports
15. Begin an understanding of the relationship among all living things
16. Explore the arts to foster creativity and self expression

Upper Elementary (Grades 4-6)

The CCM Montessori upper elementary curriculum will include standards in the same areas as lower elementary. Students of this age make the passage to abstraction, where they solve problems with paper and pencil and rely more heavily on books and other resource material. Goals include:

1. Discuss ideas with one another and with the larger group
2. Work cooperatively in small groups
3. Use conflict resolution strategies
4. Express one's self logically in oral and written reports
5. Produce creative and expository compositions, using correct grammar and spelling
6. Read literature at ever increasing levels of difficulty, and develop the ability to interpret and evaluate literature and literary style.

7. Engage in research and prepare reports, working toward keyboarding fluency
8. Apply the understanding of numerical operations and fractions to solve practical word problems
9. Conduct advanced study of geometric shapes, concepts, and formulas
10. Expand and apply new vocabulary across all curriculum areas
11. Develop and utilize critical thinking skills in evaluating, planning, examining and thinking flexibly across all curriculum area
12. Develop study skills and test taking strategies
13. Engage in comparative study of life forms
14. Research and explore the development of civilizations
15. Research and explore American history
16. Research and explore the Earth and its place in the universe
17. Research and explore concepts related to physical, political, and economic geography
18. Participate in the fine arts as a mode of self-expression and to solidify specific concepts

Language Learning Content

All students at CCM will receive Spanish instruction. Some will be in the Spanish-English dual-language classrooms; others will receive instruction in English with periods of intensive Spanish enrichment. CCM will model our language learning content on the successful program at Casa Esperanza Montessori Public Charter School in Raleigh, North Carolina.

Dual-Language Instruction. CCM's dual-language instruction program aims to create the environment, incentive, resources, and opportunity for English-speaking students to learn Spanish, for Spanish-speakers to learn English, and for students who are partly proficient in both languages to develop strong skills in each. Research has shown that the Montessori approach to education correlates well with dual-language development, because there is a strong emphasis on community and multicultural awareness within the Montessori model. Strong skills in two languages confer numerous benefits. Knowing two languages allows for deep cultural exchange and is a marketable skill. Studies show that in the long term, children who have participated in language immersion at a young age show increased cognitive flexibility, facility in concept formation, creativity, and problem-solving skills in verbal and math problems. They also develop a greater command and range of vocabulary. Students at CCM will be at the optimal age for learning a second language; as shown in Appendix X, Montessori and Foreign Language Research, the most effective and efficient time to learn a language is under the age of seven. Because of this, students beyond first grade

will not be admitted to the dual-language program unless they can demonstrate strong skills in both English and Spanish.

CCM students who participate in the dual-language program will engage in the same "works" as students in the other classrooms (see Montessori content and performance standards, preceding). They will receive instruction in these works in both English and Spanish. Spanish will be used for a significant portion of the day, but no more than 80%. All students will be taught to read in their native language (Spanish or English). Once students have passed the "decoding stage" in their native language, indicating a level of reading proficiency, they will be moved to a Spanish language reading circle. Literacy instruction in English will not be delayed, however: writing, composition, and spelling will be taught in English for grades 1 through 6. All other areas of the curriculum, and the environmental language, will be Spanish.

CCM dual-language classrooms will be facilitated by a Classroom Teacher and an Assistant Teacher who speak Spanish and English. Teachers will draw on a variety of resources, such as Spanish-language textbooks in different subject areas and Spanish-language Montessori materials.

Spanish Enrichment. Students receiving Spanish enrichment will receive their academic instruction in English, with a Spanish lesson four times a week. These learners will be familiarized with vocabulary, conversation, and culture, and be able to respond in Spanish in limited conversational settings. They will benefit from the immersion elements of the school, as well, because they will experience environmental Spanish during interactions with friends and adults during school and at CCM events. Enrichment classrooms may include a Spanish-speaking Assistant Teacher, who will saturate the environment with Spanish. CCM will implement a Spanish as a second language resource, such as *Viva el Español* by Wright Group.

Curriculum

CCM's Curriculum is Mission-Appropriate

CCM's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social, and intellectual parts. We will implement a Montessori-based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering Spanish enrichment or dual-language instruction to all students, we will provide a unique opportunity for students to learn a second language at an early age and develop multicultural awareness. For this reason, our curriculum hews closely to the method developed by Dr. Montessori. Language is a method of communication and medium for thought. It is also a vital approach to understanding and appreciating others in our multicultural world. CCM believes that learning more than one

language is important for every student. Therefore, we will incorporate Spanish-English dual-language learning and intensive Spanish enrichment into our curriculum.

Montessori Curriculum

Overview

In CCM's Montessori curriculum, subject areas will be organized according to an inclined spiral plane of integrated studies. In a traditional model, curriculum is separated into distinct subject areas, with topics taught only once per grade level. In the Montessori approach, teachers introduce lessons simply and concretely in the early years and reintroduce them several times during the following years at increasing levels of abstraction, depth, and complexity. CCM's curriculum follows an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, and the human experience. Art, music, and movement are incorporated into daily classroom activities.

For complete Montessori Scope and Sequence, see Appendix XI. For alignment of primary and lower elementary Montessori curriculum in math, see Appendix XIII, Curriculum Samples. We will continue to develop our alignment with the Maryland Voluntary State Curriculum (VSC).

Primary Curriculum (Preschool, Pre-Kindergarten, Kindergarten) Overview

The overall goal of the CCM Montessori Primary curriculum is to provide a carefully planned environment that meets the developmental needs and natural tendencies of the three- to six-year-old child.

Primary Practical Life Curriculum. One of the first goals for the very young student is to develop a strong and realistic sense of independence and self-reliance, which will lead to a lifetime of good work habits and a sense of responsibility. The practical life lessons accomplish much more than teaching the task itself (e.g., dressing, washing tables). The process helps the student develop an inner sense of order, a greater sense of independence, and a higher ability to concentrate and follow a complex sequence of steps. These tasks of daily living prepare the student for countless developmental and academic skills. At the same time, they are also fun and motivating for the young student. Most of the tasks involve fine and gross motor skills that improve strength and inner organization, which are essential for handwriting. They also involve spatial relationships and attention to detail. The student experiences growing pride in being able to "do it for myself."

The practical life exercises are the foundation for the CCM Montessori classroom at all age levels. Learning how to work and play together with others in a peaceful and caring community is perhaps the most critical practical life skill that Montessori teaches. The grace-and-courtesy lessons enable young

students to proceed in life with respect for themselves and their peers. These lessons, such as how to carry a chair, how to roll a rug, how to greet someone, and how to ask for help are some of the first lessons the student receives. The "Silence Game" helps students develop a much higher level of self-discipline, along with a greater awareness of the sounds around them. These simple lessons in practical life build the students' sense of community.

Primary Sensorial Curriculum. The young child, from birth to age six, is a sensorial learner, actively exploring the environment and absorbing information through all the senses. The sensorial curriculum is designed to help the student focus attention more carefully on the physical world, exploring with each of the senses the subtle variations in the properties of objects. These lessons are rich in vocabulary development, fine motor skills, one-to-one correspondence, and visual and auditory discrimination. The sensorial exercises are basically sequential puzzles, focusing on one aspect of a more complex progression. They are fascinating to students, because they are just difficult enough to present a meaningful challenge. Each exercise also has a built-in control of error, allowing observant students to check their work and feel a deep sense of pride and accomplishment.

Primary Language Curriculum. The sensitive period for acquiring language is very long, beginning before birth. During the three- to six-year-old period, children's absorbent minds are adding new words to their speaking vocabulary at a rate that will never be equaled again. In the mixed-age classroom, the youngest students are continually exposed to the older students, who are already writing and reading. The tools for writing and reading begin as soon as the student shows interest. A total language immersion approach enables the youngest students to develop a highly sophisticated vocabulary and command of the language. Phonemic awareness skills are developed through various games and classroom activities. Teachers introduce literature by reading aloud daily from high quality books and poetry. CCM Montessori presentations in all areas have a left-to-right and top-to-bottom orientation, aiding the student in preparation for writing and reading. The youngest students recognize the shape and phonetic sounds of the alphabet through the "sandpaper letters," a tactile alphabet material. The "movable alphabets" are used for the early stages of phonetic word creation, the analysis of words and spelling. They facilitate early writing tasks during the period when young students are still not comfortable with their own handwriting.

Primary Mathematics Curriculum. The primary student has a natural tendency toward order, manifesting itself in a strong propensity for mathematical concepts. The primary math curriculum presents lessons through sequential, concrete materials. CCM students will be allowed to use the materials repeatedly, which leads to internalization of the abstract ideas inherent in the materials. In the Montessori

classroom, students are typically introduced to numbers through presentation and repeated manipulation of: red and blue rods, sandpaper numerals, association of number rods and numerals, spindle boxes, cards and counters, and classroom counting games. Introduction to the decimal system at a concrete level follows. Units, tens, hundreds, and thousands are represented by the "golden beads" that show the decimal hierarchy in three-dimensional form.

Primary Cultural Studies Curriculum. The student's cultural area, which includes music, art, geography, history, botany, and zoology, should be as broad and varied as the world in which we live. The entire cultural area is an extension of the student's work in practical life, sensorial areas, language, and math. CCM's goal is to introduce basic concepts and language, while arousing interest and curiosity. The Spanish-English language learning emphasis at CCM will provide another daily avenue of cross-cultural exploration.

Lower Elementary (Grades 1-3) and Upper Elementary (Grades 4-6) Curriculum Overview

The CCM Montessori Classroom and Assistant Teachers will challenge each individual student according to his or her developmental needs and abilities. The elementary curriculum continues to foster a love of learning and an acceptance of personal responsibility for intellectual growth, as well as social interaction. The passage to elementary is the passage from the sensorial material level to the abstract level. The work in the lower elementary classroom is done with extensive Montessori materials, allowing the students to experience the depth and breadth of the curriculum and build a strong foundation for higher-level abstract concepts. The upper elementary students rely more heavily on books and other resource materials as they begin the transition to predominantly abstract thinking.

The elementary CCM Montessori classrooms expose the students to an extremely broad and integrated curriculum. Studies come alive through a variety of hands-on projects. The students are exposed to the realm of: mathematics, earth science, biology, zoology, botany, chemistry, physics, technology, myths, great literature, history, world geography, civics, economics, anthropology, and the basic organization of human societies. Elementary studies also cover the basics of traditional curricula: math facts, spelling lessons, vocabulary, grammar, sentence analysis, creative and expository writing, and library research skills.

Students have enormous potential of intellect and a tremendous power of imagination and reasoning during this stage of development. CCM Montessori teachers use storytelling across the curriculum to convey information and to model the power of language. The "Great Lessons" are five key areas of interconnected studies that are presented in the form of inspiring stories, related experiences, and fun

research projects. They include the story of how the world came to be, the development of life on Earth, the story of humankind and the development of language, writing, and mathematics. They are intended to give students a cosmic perspective of the Earth and their place within it. Instead of memorizing, feeding back, and forgetting, the students become fully engaged in the learning process, and they learn how to learn. The Montessori method shows the students the big picture before exploring the parts in detail, so that they understand how all the parts fit together.

Lower Elementary Language Curriculum. CCM's Montessori Language Arts program will begin with the story of "Communication in Signs" to help the students understand that language is the vehicle of human communication. The curriculum emphasizes research and the development of strong composition and creative writing skills, using student-selected topics of interest. Teachers will introduce students to the function of the parts of speech, one at a time, through games and exercises that isolate the one element under study. Students will use grammar boxes to analyze sentences, once they have mastered the concrete symbols for parts of speech. Learners will encounter high-quality literature at a very young age to cultivate a love of books. They will further develop phonics skills and sight word vocabulary (also called puzzle words) as well. As a school, CCM may use the Junior Great Books Program that many Montessori Schools follow.

Lower Elementary Mathematics Curriculum. CCM will introduce mathematics through the "Story of Numbers," which helps students understand the power of mathematics and fosters motivation to explore number concepts further. The math curriculum will offer students hands-on experiences by applying math skills to a wide range of projects and activities. Memorizing basic math facts and understanding vocabulary is also an essential part of the program; however, students also work with the golden beads and other Montessori concrete materials to develop the concept of the four basic mathematical operations and the study of fractions. By the end of lower elementary, the students have developed a strong foundation and are able to make the passage to abstraction, solving problems with paper and pencil. The Montessori approach places great emphasis on the study of geometry. Learners will study lines, angles, and plane figures, as well as linear and cubic measurement. Determining arithmetic procedures in real situations will become a major focus of the curriculum.

Lower Elementary Social Studies and Physical Science Curriculum. CCM's geography, the study of our home (the Earth), will open the door to the elementary curriculum. The Classroom and Assistant Teachers will present the initial geography lessons as exciting stories, accompanied by scientific demonstrations and impressionistic charts that spark the student's imagination. They will instill in the

students' emergent reasoning minds the desire to explore their world. Geography will be fully integrated with the physical sciences as students study the Earth and its place in the universe. Dr. Montessori called this course of study "Cosmic Education." Learners begin by studying "the whole" and how each part of the cosmos is related and contributes to "the whole." Students become interested in how the world functions, as well as their individual roles in contributing to society. CCM will develop the students' interest, vocabulary, and in-depth understanding of geography through research, reports, experiments, and field trips. Students will study the regions, culture, and natural resources of the United States and the local area, typically beginning around age five and continuing at increasing depth each year. Detailed study will continue one nation at a time. Human history, basic needs, and the passage of time are also essential aspects of the curriculum. The Spanish-English language-learning emphasis of CCM will provide a natural, daily invitation to cross-cultural exploration.

Lower Elementary Life Science Curriculum. Plants and animals will be an essential part of CCM's elementary science and practical life curriculum. Giving students the opportunity to observe and care for living things will facilitate their knowledge and experience for a deep understanding and love of biology. The students will study the anatomy, physiology, and classification of living things using a variety of classroom/school resources. Engaging in research, writing reports, conducting experiments, and journal writing will foster an appreciation and sense of wonder for the harmony of the universe. Teachers will emphasize the interdependence of all things in the universe.

Lower Elementary Fine Arts Curriculum. Art and music will be an integral part of CCM's prepared environment, and they will be available for use on a daily basis to enrich classroom activities. The students will learn the principles of music with body movements, instruments, and song. We will draw on the cultural assets that Frederick and CCM parents and guardians offer to supplement a base of instruction within the school for the arts. CCM plans to hire Art and Music teachers with a Montessori background to develop a Montessori based Fine Arts program.

Upper Elementary Language Curriculum. CCM's upper elementary language curriculum will cover in-depth written and spoken language, reading, grammar, and research--the keys to both self-expression and the acquisition of knowledge. We will use storytelling across the curriculum to convey information and model the power of spoken language. Students will be continuously encouraged to discuss and share their ideas with the group. Books of all types will be available to expand learners' knowledge and awareness and to foster a love of reading. The students will be introduced to the world's classical children's literature at increasing depth and sophistication. Students will be engaged in many varieties of written composition,

including word processing, to create classroom/school publications. Students will use the library, internet, and other community resources for extensive research projects. The students' study of language will consist of reviewing and engaging in new concepts and skills: tenses, moods, irregular verbs, person and number, and style.

Upper Elementary Math Curriculum. CCM's mathematics curriculum at this level will continue to develop a more abstract facility with short and long multiplication and division, as well as the practical application of number concepts, procedures, measurement, and money. A major focus will be comparison and equivalence of fractions, decimals, and percentages. Curriculum will continue to emphasize geometry, as the students use cubes and prisms to cube a binomial or trinomial. They will typically be ready to discover algebraic concepts with materials that were once used only for sensorial experiences.

Upper Elementary Social Studies and Physical Sciences Curriculum. CCM's social studies and physical sciences curriculum will consist of physical, economic, and political geography; chemistry, physics and earth science; history; reference materials; and the use of the scientific method through experimentation. Lessons will begin with a vision of the whole universe and detailed studies of the Earth, accompanied by scientific demonstrations and impressionistic charts. Geography will thus be fully integrated with the physical sciences. Dr. Montessori also believed that each student has a significant role to play as a contributor to the family and society. Thus, a significant part of the curriculum is the study of human contributions to modern civilization, beginning with the life of early humans, progressing through a study of life in ancient civilizations (such as Greek, Roman, Mayan, Incan), and continuing through Native American life and U.S. History up to the present. Research reports and trips to community resources, are an important part of the curriculum. The Spanish-English language-learning emphasis of CCM will provide a natural, daily invitation to cross-cultural exploration.

Upper Elementary Life Sciences Curriculum. Plants and animals continue to be an essential part of CCM's classroom environment and curriculum. The students will extend their knowledge by caring for living things and exploring nature in the environs of the school. Out of the comparative study of life forms, students will make connections between present-day organisms and their predecessors through the activity "The Time Line of Life." The main components of the Biology curriculum at this level will be: the five kingdoms of living things, parts and functions of cells, zoology, anatomy and physiology, botany, and ecology.

Upper Elementary Fine Arts Curriculum. Art and music will continue to be an integral part of CCM's prepared environment and will be available for use on a daily basis to enrich classroom activities. We will

draw on the cultural assets that Frederick and CCM parents and guardians offer to supplement a base of instruction within the school for the arts. CCM plans to hire Art and Music teachers with a Montessori background to develop a Montessori-based Fine Arts program.

Middle School Curriculum

CCM will have its first seventh grade class in its fifth year of operation (2016-2017). The seventh and eighth grade curriculum is still under development and will be established prior to our renewal. This curriculum will be designed to ease the transition from the Montessori-based curriculum to the traditional public high school setting to prepare the students for the high school years. Although the Montessori curriculum does not traditionally include grades 7 and 8, the American Montessori Society (AMS) is currently working to devise a Montessori curriculum for these grades. CCM will remain informed of the status of the curriculum and will consider utilizing it, if it is successful. Seventh and eighth graders will continue to have language-learning opportunities, which may include dual-language instruction or Spanish I and Spanish II.

Enhancements to the Elementary Montessori Curriculum

In order to ensure that CCM students meet state standards in math and other subjects covered on the Maryland State Assessment (MSA), CCM will implement supplementary curriculum and test preparation as needed. Classroom and Assistant Teachers will provide supplementary materials to teach standards that are assessed, but not included in the Montessori curriculum, and assessment practice consistent with the MSA. Additionally, the Study Island program may be used as homework.

Teachers may supplement lessons as necessary using various resources. These can include Junior Great Books, Hands on Equations, Montessori Made Manageable, Exploring Math, math workbooks from Key Press, Super Source or "Problem Solving" from Curriculum Associate (or similar types of curriculum supplements). However, these will not replace the Montessori curriculum.

Methods of Instruction

For details about the Montessori method of instruction and our language programs, see Sections B.2.1 and B.2.2.

Special Needs Students

Meeting the Needs of All Learners

Because CCM follows the Montessori approach, we educate the "whole child," which allows multiple entry points for learners. It is well suited to serving the needs of typical and accelerated learners, as well as those who are English Language Learners (ELL) and students with learning disorders or developmental

delays. In fact, in her work with underprivileged students, Dr. Maria Montessori discovered that offering carefully designed materials and following the student's natural curiosity and desire for learning enabled the education of students who were previously considered uneducable. In short, Montessori education is a proven model for the majority of students, and Montessori research has proven that this approach leads to a mastery level of learning.

B.2.4.A Student Support Team

CCM will use the Student Support Team (SST) model to support students who are experiencing academic challenges (including educational, behavioral, or interpersonal needs). Convened by the Principal Educator, the SST may be composed of a general education teacher, a special educator, a school administrator, and a mental health/social worker or school psychologist. The student's parents or guardians will be included on this team and give additional input regarding strengths and needs.

If the student has not shown adequate improvement, CCM's SST will conduct an individualized study. The results of the study will help the team identify and document additional, individualized educational supports. If these interventions are not sufficient to help the student improve classroom performance, then CCM will refer the student to the special education process. More intensive support strategies are described Section B.2.5. Please see below for details about special education at CCM.

B.2.4.B Special Education

CCM will operate in full accord with federal, state, and local laws and regulations regarding students with special needs. We are committed to providing an inclusive learning community, where every student develops his or her full potential and where individual differences are respected and embraced. We plan to collaborate with FCPS to provide students identified with special education needs, related services, or English Language Learners (ELL) the full continuum of services within an inclusive Montessori classroom whenever possible and in accordance with the Individuals with Disabilities in Education Act (IDEA).

If the SST finds that a student continues to make inadequate progress or shows significant deficits, he/she will be referred for FCPS Special Education for evaluation and, if necessary, development of an individualized education program (IEP). CCM considers parents and guardians an integral part of the IEP team and will obtain parental/guardian consent and work closely with them for all evaluations and services in meeting the needs of their child. CCM will work closely with the Special Education Department at FCPS to ensure that all students with an IEP continue to receive support while enrolled in the public charter school. CCM will form an IEP team, and the Principal Educator will ensure that the IEP developed by FCPS is carried out.

As much as possible, the IEP will be implemented in the classroom by the Classroom Teacher, in cooperation with a special education teacher provided by FCPS. The Montessori classrooms at CCM will be designed to be inclusive, allowing for general education students and special needs students to all learn together. Some modifications are naturally occurring components of the Montessori classroom. Where special education services are deemed necessary, CCM will provide three levels in intervention, in collaboration with FCPS: 1) students will be provided in-classroom interventions and support; 2) inclusion with pull-in services; and 3) pull-out services, if previous interventions have not been effective. FCPS will deliver special services, such as occupational therapy, speech and language therapy, and others. CCM will not have the capability to serve students who require their educational needs to be met full-time outside the general education classroom.

English Language Learners (ELL)

CCM's ELL students will be primarily self-identified on the application to CCM. The Montessori system proves ideal for ELL students. All presentations will be made first without language. The student may participate visually and observe the materials presented. After the student sees the materials and understands the activity, then the Classroom Teacher will introduce language attached to the object, functions, and concepts of the lesson. Lessons will take the student through the normal language development stages of Identity, Recognition, and Recall. For each student, this process varies in length. This careful presentation of Identity-Recognition-Recall will allow the ELL student to expand his/her vocabulary and expression and develop more precise communication. Additionally, teachers may supplement Montessori materials, such as the Montessori grammar boxes, with American grammar towers, and ample writing practice to assist the ELL student.

Additionally, Spanish speakers in CCM's dual-language instruction program will enjoy the benefit of engaging with the curriculum in both Spanish and English as a method of acquiring skills in English. Many Montessori materials are available in Spanish, and more may be hand-made. For more information about our dual-language program, please see Sections B.2.1, C.3.3, and C.8.4.

The FCPS ELL coordinator will arrange for assessment of ELL students to determine the level of services necessary beyond the opportunities inherent to the Montessori method. FCPS will provide a language specialist who will come to CCM to work with the student, in the classroom whenever possible, or individually in another setting. Additionally, founding families and family volunteers who speak the native language of the student will serve as interpreters and assist with communication to the student and family. ELL students will not be excluded from any curricular or extracurricular activities based on their ability to

speak or understand English. CCM will follow all legal requirements regarding providing instruction to ELL students.

B.2.4.C Students with Disabilities

In accordance with federal and state law, CCM will accept students with disabilities. We will use an inclusion model to incorporate students with disabilities in the regular classroom setting, where such a setting provides these students with a free appropriate public education (FAPE) in the least restrictive environment (LRE). When SST interventions have not provided students with adequate increases in academic functioning, CCM will solicit support from the FCPS special education department. We will request parental/guardian permission for all formal evaluations and implementation of the IEP in the special education process.

Peace education is a vital component of the Montessori curriculum, and CCM will also use this approach to address disputes within the provision of FAPE. CCM will address any disputes and disagreements related to the provision of a FAPE or the appropriateness of placement, within the school's team process with support from FCPS. Any issues that cannot be resolved in this manner will be resolved using mediation and due process procedures. CCM's facility will be accessible to students with disabilities, in accordance with the Americans with Disabilities Act of 1990 (ADA). We will take every student into consideration when making school decisions. Consistent with civil rights laws, all students, including those with disabilities, will be provided the opportunity to participate in all aspects of the school's curriculum, including extracurricular activities.

Students with physical or mental impairments, who are not eligible for special education services, will be accommodated under Section 504. CCM will act in accordance with Federal law, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the ADA, as applicable.

B.2.4.D Gifted and Talented Students

A Montessori environment is especially able to accommodate students with exceptional educational needs. All CCM classrooms will have material, including manipulatives, that can meet the educational needs of students who are substantially above grade level. Classroom and Assistant Teachers will be able to give lessons that are appropriate for student. All students work at their own pace, on their own level. Independent work helps reduce the "stigma" or working above grade level and deemphasizes student differences. Research projects on topics of interest, especially important for students of high ability, are

options for all students. Students with advanced skills may have the opportunity to teach others or present special interest reports to classmates.

Strategies for Providing Intensive Academic Support

CCM's Montessori environment is equally able to accommodate students who enroll with basic skills below grade level. CCM will be a safe space where all students work at their own pace, on their own level. Multiple age groupings help reduce the stigma of working below grade level and deemphasizes students' differences. Specific ways in which a Montessori environment is ideal for students who enter below grade level include:

- The sequential procedure for written language and reading is visual-auditory-kinesthetic-tactile, using the sandpaper letters, sound boxes, and moveable alphabet
- Specific practical life activities strengthen the hand and development of writing skills through the use of the metal insets
- Learners are allowed use the materials repeatedly, which leads to internalization of the abstract concepts inherent in the materials
- The sequential, manipulative materials give the student concrete experiences to maximize mathematical understanding
- Individualized and small-group instruction geared to individual developmental needs enables learners to experience success and encourages willingness to progress to more challenging tasks
- Integrating arts into the academic curriculum allows students to learn concepts with their whole mind and creates the opportunity for academic success for students who may otherwise struggle
- A multi-sensory approach enables success and high achievement for students of all learning styles
- Materials and activities can be broken down into smaller steps
- Peer tutoring in the mixed-age classroom provides strong role models
- Students use work trays and mats to define their space and maintain attention to task
- Carrying materials helps the student develop motor control, organization, and attention
- Classroom and activities, such as yoga, offer opportunities for movement and refinement of coordination
- The "Silence Game" helps students practice self-control and focus of attention
- Work plans foster organization of work habits and opportunities for reflection
- Sensorial exercises isolate one aspect of a process to aid students with perceptual difficulties

- Three-period lessons take the student through the normal language development stages of Identity, Recognition, and Recall (described above under "English Language Learners" in Section B.2.4, Special Needs Students)

CCM teachers and staff will be able to assess and meet the needs of students who are performing below standard in a Montessori environment. Because students work independently, Classroom Teachers and Assistant Teachers will be able to move among students during work periods and engage with them one-on-one, offering individualized attention. Step-by-step presentation allows the teacher to look for gaps and plan instruction. Because the Classroom Teacher will be familiar with each student's work level and abilities, he or she will readily keep parents or guardians informed of progress, concerns, and opportunities. The Principal Educator will be jointly responsible for ongoing student assessment, working with Classroom Teachers to determine individual needs and progress, reviewing academic plans and portfolios, and making referrals for outside evaluations when necessary.

In addition to the methods inherent to the Montessori approach, CCM will offer on-staff tutoring support, including the Orton-Gillingham program, which MVMPCS successfully uses to support decoding and phonetic awareness. Older students, who may require help with comprehension and fluency, may benefit from a different reading tutoring program. CCM will determine if a separate program is warranted and develop one as necessary.

Many of the modifications typically used to support students who are not achieving to stated performance standards are natural components of the Montessori method. CCM students who enroll with reading and other basic skills that are substantially below age level may have deficits or weaknesses in one or more of the following areas: attention, order, organization, motor skills, perceptual confusions, oral language development, learning written symbols or patterns of language, or problems with the abstractions of math. The Montessori method will allow CCM Classroom Teachers to provide diagnostic teaching in all of these areas.

Students who are performing below grade level when they enroll in CCM's Montessori program may need one or more of the following classroom modifications:

- Classroom or Assistant Teacher nearby for greater time periods during independent work
- Direct assistance with attention, focus, and concentration
- Structure for behavior
- Guidance in selecting and performing tasks
- Specific and direct oral language development

- Direct teaching of written language and/or math symbols
- Pre-writing and writing practice with a multi-sensorial technique
- Visual Picture System
- Limited choices
- Language presentations modified with specific techniques

CCM will use the SST model, as described in Section B.2.4, to support students who are experiencing academic challenges (including educational, behavioral, or interpersonal needs) that have not been resolved with the use of the approaches described above.

B.3 Support for Learning

CCM originated out of families' desire for a Montessori education for their children. In harmony with Montessori principles, CCM will integrate parents and the community into our students' education.

B.3.1 Parent Involvement

Parental Demand

The concept for CCM arose from parents' desire for a public Montessori education for their children. MVMPCS in Frederick County received more than 600 applications for school year 2009-2010 and more than 800 applications for school year 2010-2011. The number of applicants, coupled with the few available openings, has resulted in an extensive wait list. Consequently, many Frederick County families have been unsuccessful in enrolling their children in MVMPCS. Some of these families approached MMCI, the non-profit that operates MVMPCS, with a request to create a second Montessori public charter school in Frederick County. The core Carroll Creek Montessori group of families was formed in August 2009. CCM is intended to be a sister school to MVMPCS, and MMCI has agreed to operate CCM.

The core group of families has been meeting regularly since its inception to plan, research, and work towards the opening of CCM. They established guidelines for founding families. Nineteen Founding Families, who desire to enroll their children in CCM, have signed contracts and committed to volunteer their time and monetary support for the school.

As a result of outreach to the community, CCM has compiled a list of more than 100 additional families interested in enrolling their children when CCM opens.

B.3.1.A Partnering with Families

CCM will reach out to parents and guardians, to ensure that they are optimally involved, in a variety of ways, including:

- Survey parents or guardians to establish what gifts they might want to share and what obstacles might hinder their participation (e.g., transportation, child care, language barriers, work schedules)
- Share information in sessions on dual-language instruction and the Montessori method
- Provide on-line and print materials about how to support students in a Montessori environment with ideas to use at home
- Offer conferences and events at a variety of times, so that working parents' or guardians' schedules can be accommodated whenever possible.
- Enlist bilingual parent/guardian volunteers to interpret for parents or guardians who are non-native English speakers whenever possible
- Invite younger and older siblings to school functions whenever appropriate
- Welcome parents and guardians to visit the classroom
- Publish the orientation packet and newsletters in English and Spanish
- Offer support to parents or guardians who are illiterate
- Establish a parent/guardian coordinator volunteer position
- Offer family social opportunities, such as picnics to kick off or finish the year
- Invite feedback often using various media
- Send home written progress reports at multiple points during the school year
- Encourage email or phone contact with Classroom and Assistant Teachers early and often
- Use the Montessori peace education methods during interaction with parents or guardians

B.3.1.B Parent Satisfaction

CCM will seek to hire Lead, Classroom, and Assistant Teachers who possess an openness and enthusiasm for working closely with our students' families. CCM will gauge parent or guardian satisfaction by various methods, which may include surveys, feedback at board meetings and conferences, and online forums. Parental and guardian response will be publicized through channels, such as newsletters and online forums.

CCM will provide an orientation packet to parents or guardians prior to the first day of school for their child(ren). The orientation packet will include, but will not be limited to, the following information: arrival/dismissal procedures, health/immunization records and information, before and after school care, school closing/delay/early dismissal procedures, volunteer/visitor policies, attendance policy, student

evaluation procedures and progress reports, dress code, lunch procedure, discipline policy, school calendar, and the school directory/communication chain.

B.3.1.C Parent Involvement

CCM will encourage parents and guardians to actively support the education of their students in various ways, such as attending CCM parent-teacher conferences and Montessori informational sessions

Additionally, CCM will strongly encourage parents or guardians to be active participants in the school. Parents and guardians will be asked to sign a yearly contract pledging a minimum of 30 hours of volunteer work at the school per year. Specific opportunities for parents or guardians to support CCM will include:

- Serve in leadership positions on the Governing Council, Board of Trustees, or their working subcommittees
- Volunteer in the classroom
- Assist with fundraising and community outreach efforts
- Serve as bilingual interpreters
- Assist with building maintenance and repair
- Accompany students on off-grounds trips
- Serve as tutors

B.3.1.D Handling Disputes

In the event of a dispute between parent(s)/guardian(s) and CCM staff, CCM will employ the principles of Montessori peace education and conflict resolution to the extent possible. (The Peace Education process is outlined in Section B.3.3 School Organization and Culture.) The Principal Educator will encourage the parent(s)/guardian(s) to discuss the matter with the Lead and Assistant Teacher(s) first. The Principal Educator will strongly encourage the parent(s)/guardian(s) and teacher(s) to resolve the matter independent of further intervention. If the dispute is not settled between the parent/guardian and the teacher(s), the Principal Educator will meet with the parent(s), or parent(s) and teacher(s), as deemed appropriate. If the dispute remains unresolved, the Principal Educator will report the matter to his or her supervisor, FCPS Charter School Liaison, Michele Krantz, who will advise an appropriate plan of action.

B.3.2 Community Participation

CCM recognizes that community participation in implementing the school's vision and mission is important for a successful public charter school. CCM believes that parental/guardian involvement and community participation in education benefits students, parents/guardians, teachers and schools. Furthermore, the Montessori philosophy highly values community, and part of our mission is to build a

community. As such, we will strive to provide as many opportunities as possible for parents/guardians and the local community to be involved at CCM.

As a result of CCM's community outreach so far, we have identified over 100 families who are interested in enrolling their children in the proposed school, in addition to the founding families. CCM has received numerous letters of support from local politicians, potential partners, and supportive families. For example, two of these letters of support came from State Representative Paul S. Stull and State Senator Alex X. Mooney. Mr. Paul Stull represents district 4A as a member of the House of Delegates. He has been a member of the House since 1995 and currently serves as the Frederick County Delegation Chairman. Mr. Stull was a FCPS principal from 1968-1874 and the Coordinator of FCPS construction from 1988-1992. Mr. Alex Mooney represents District 3 and has been a member of the Maryland State Senate since 1999. Mr. Mooney attended Frederick High School. CCM has also received letters of support from Blaine Young, current Frederick County Commissioner, and from Marcia Hall, who previously served two terms as a Frederick City Alderman. CCM has also received letters of support from professionals who currently work with the Spanish-speaking population. These letters are from Scott Alexander, President/CEO of Frederick Alliance for Youth, and Kevin Graditor, FCPS's Spanish-Speaking School Therapist. Two additional letters were written by parents who have children attending MVMPCS. CCM's Letters of Support can be found in Appendix III.

CCM has formed relationships with local businesses and agencies. We are still in the process of developing these partnerships. Upon charter approval, we will begin to solidify the details. The chart below lists our potential partners, examples of activities that each partner may perform, and ways the partnership would build capacity of CCM.

Community Participation Chart

Community Agency	Contact, Title	Examples of Potential Activities	Benefits to CCM Students
Frederick Alliance for Youth (FAY) 1150 Orchard Terrace, Frederick, MD 21701	Scott Alexander, President	<ul style="list-style-type: none"> Recruit targeted student population Outreach to Spanish-speaking families Provide before- and after-school programs Provide transportation to qualifying students Share a facility space 	<ul style="list-style-type: none"> Increases student diversity Ensures parents/guardians understand school programs, processes, policies, etc. and Encourages parents/guardians to be involved Creates a positive community outside the classroom Ensures students have a way to get to and from school Provides CCM the opportunity to

Community Agency	Contact, Title	Examples of Potential Activities	Benefits to CCM Students
Sol Yoga 256 W. Patrick Street, Frederick, MD 21701	Dorcas Quynn-McWilliams, Director	<ul style="list-style-type: none"> • Provide yoga teachers to educate staff on yoga poses and benefits, so that staff may teach students • Provide yoga teachers to lead students in yoga activities at special school-sponsored events and celebrations at the school and in the community • Provide advertising support for special events that include yoga and are open to the public 	<p>position our facility in the neighborhood of the target population</p> <ul style="list-style-type: none"> • Provides professional development to teachers • Reinforces Montessori philosophy and classroom objectives of movement, self-awareness and community connections • Brings attention to the school's unique offerings by increasing audience and support of events

CCM will continue to reach out to the local community to encourage participation in the school. We have other ideas for partnerships, including a food co-operative, a local restaurant, a performing arts organization, a non-profit Latino agency and a Latino newspaper. Once approved, CCM will designate a Volunteer Coordinator to oversee all opportunities for parents/guardians, community members, and organizations to be involved. The Volunteer Coordinator will ensure seamless integration of community participation into the school program to maximize benefits to the students.

CCM recognizes that building community involvement around the school's vision is important for a successful public charter school. CCM has successfully gained community interest by participating in the City of Frederick's In the Street Festival, the MOMS Club Frederick-North Preschool Fair, Pangea, and the Children's Festival. CCM will continue to participate in these and other local events in the future to increase community support and awareness about the school. CCM also plans to present community forums to the Spanish-speaking community and participate in multicultural festivals. When parent and family involvement in education occurs, everyone benefits. CCM believes that parental/guardian involvement and community participation in education benefits students, parents, teachers and schools, whether the program is at the preschool, elementary, or secondary level.

School Organization and Culture

CCM will create a learning community founded on the Montessori principle of "peace education," centered in the classroom and supported by staff, parents/guardians, and the wider community. "Peace education" is Dr. Montessori's name for her approach to the education of the whole child.

The first element of peace education involves the fostering of self respect and conflict resolution skills. CCM teachers and staff will model these skills, and students practice them daily in the classroom community. Additionally, as teachers and staff model respect and kindness to each other and students, as well as appreciation for individual difference, students will learn by modeling. (For details about additional elements of staff culture, please see Section B.3.6.) CCM will encourage cooperative, rather than competitive, learning. Students will take responsibility for their classroom community, establishing norms and expectations, and participating in class meetings. The mixed-age classrooms enable students to learn with each other. Having the same Lead and Assistant Teacher for multiple years also fosters deep relationships. This daily experience with mutual respect, conflict resolution, and participation in a democratic community modeled by teachers and staff prepares our young people to be peaceful, compassionate, engaged members of their families and citizens of their wider community.

The second element of peace education is learning about the world and the diversity of its people. The cultural components inherent to the Montessori curriculum, and its emphasis on "going out"--extend learning beyond the classroom with field trips and service projects. Every student at CCM will receive either dual-language instruction or intensive Spanish enrichment. This will provide a unique opportunity for exposure to a second language and culture at a young age, which will enhance student's sense of community in the world for years to come. CCM will work in partnership with FAY and share a facility, which will allow a give-and-take, concrete engagement with the wider community. For details about additional ways in which the community will be engaged with the school and its culture, please see Section B.3.2.

CCM will partner with parents and guardians in their children's education. Parents or guardians will enjoy the respectful, cooperative, democratic model as they participate in the CCM community. We will engage parents/guardians with the school through conferences, presentations about dual-language instruction and the Montessori method, orientation sessions, volunteer opportunities such as language interpretation, positions on the board, and family events such as picnics or fund raisers. Because CCM will be a small school, parents or guardians will be able to get to know the staff, the school programs, and each other more easily. Section B.3.1 provides additional details about additional ways in which parents or guardians will be engaged with the school and its culture.

Health Services

CCM will cooperate with Frederick County Health Department, which will be responsible for providing the personnel and associated costs of a health technician. The health technician will be present during the student day and supervised by a Health Department Nurse.

Appropriate Technology, Equipment, Libraries and Other Media Available

CCM will have technologies and media available to both students and staff. We plan for classrooms to contain desktop computers for student's use and a technology cart, which may contain resources such as a laptop, projector, and a document camera. The technology carts could be used for student presentations, multimedia, and integrating technology into the traditional Montessori lessons. We anticipate that all classrooms will have internet access.

CCM also plans to develop a media center/computer lab for student and staff use. The media center may house resources such as an extensive reference section for student research. This section may include: encyclopedias (electronic or print), atlases, almanacs, current and accurate nonfiction books, and online databases and other services provided by FCPS. The media center will also contain other resources, which may include: an appropriate selection of fiction and nonfiction books, videos, DVDs, and other media for student and staff use. We plan for the collection to be current and to include books and media in both English and Spanish in order to reflect the dual culture and language of the school. We anticipate that the media center will use the Online Public Access Computer (OPAC) available to all FCPS schools and will reflect the selection process used by FCPS.

CCM plans to locate a computer lab within, or adjacent to, the media center. The lab may contain resources such as desktop computers, printers, and a projector and screen. The lab will support the learning community in many ways. For example, students could use the computer lab to create multimedia projects and presentations, and students and staff could receive lessons and support on how to utilize the latest technologies. Again, to reflect our student population, CCM plans to provide software and materials in both Spanish and English. CCM anticipates working closely with FCPS technology specialists to conduct staff development and maintain the technology equipment.

CCM plans to locate several small meeting rooms within or near the media center. These rooms could be used by tutors, small groups for research, and meeting places for the school community. A typical meeting room may contain a conference table and chairs, a white board, and other materials necessary to conduct business.

CCM would like to hire a trained and certified media specialist to staff the media center and computer lab. The media specialist will support students and staff at CCM in various ways, which could include: developing and maintaining the collection, developing and teaching the media curriculum, initiating and presenting staff development on new technologies and research, helping staff find materials, helping staff develop materials using technology, supervising the computer lab, coordinating the groups using the media center, and assuring the optimal use of the media center.

Extended Day program/Supplemental Programs - both free and fee-based

CCM plans to collaborate with FAY to provide both free and fee-based extended day and supplemental programs. CCM will offer paid before-and after-school care. We plan to offer paid extended day care for the preschool programs during the remainder of the school day. Additionally we anticipate having a twice-weekly "lunch bunch" option for preschoolers not in the extended-day program where, for a small fee, they will stay at school for an additional hour to enjoy lunch. Because CCM and FAY ultimately plan to share a facility, we will need ample space available to house extended day and supplemental programs separate from classroom space. See Appendix XIV, CCM Square Footage Plan.

Extracurricular Activities

Montessori education is multidisciplinary. It emphasizes experience in nature, the arts, and connecting what takes place in the classroom with what takes place in the world. Consistent with this approach, CCM will offer arts education, regular field trips, and extracurricular activities, such as gardening and outdoor sports to help students develop an appreciation for their environment and to learn the importance of physical exercise to maintain a well-balanced lifestyle. CCM will draw upon the gifts and interests of parents or guardians, and the involvement of FAY, to help determine which specific extracurriculars will be offered.

Safety, Order, and Student Discipline

The word *discipline* developed from the Latin for "instruction given to a pupil." In that sense, discipline is part of the education in itself. Discipline is necessary for other kinds of learning to take place. CCM acknowledges the fundamental nature of discipline in the educational community, and we commit to establishing a safe environment where students can flourish and the rights of all are protected.

Discipline is a daily part of the Montessori approach to learning, and Montessori methods often serve to prevent "discipline problems" from arising in the first place. "Peace education" is the element of the Montessori curriculum in which CCM students will learn how to engage in self-regulation and direction, peaceful conflict resolution, and appreciation of difference. Additionally, these traits are modeled by

teachers and staff. (See Section B.3.3 for a more detailed description of Peace Education.) In a Montessori environment, the goal is that students will develop intrinsic motivation to be engaged with learning. As a result, they will be much less likely to exhibit behaviors that require disciplinary intervention. Finally, the Montessori method expects the best of students and gives them the space, time, and tools to fulfill that expectation.

When a CCM student's behavior falls outside the norms of the classroom community, the teacher will use one or more of the following strategies: make eye contact with a serious look, encourage self-regulation, facilitate conflict resolution, redirect, or provide proximity.

CCM will partner with parents and guardians to maintain a positive, peaceful, orderly school environment. We will articulate a clear set of expectations, policies, and procedures surrounding student discipline in a discipline handbook for CCM families that will be distributed at the beginning of the year. (See "Partnering with Parents" in Section B.3.1 for parent/guardian orientation procedure.) In the event of disruptive behavior, teachers will communicate with parents early and often, expressing concern, describing the problem, working together to find solutions, and giving progress reports on the success of implemented strategies. (See "Handling Disputes" in Section B.3.1.)

In the event of unsafe or hurtful behavior, CCM Classroom and Assistant Teachers will take swift and decisive action to stop the behavior, remove students from the situation, and inform the Principal. In consultation with the Principal Educator, the teacher(s) will notify parents or guardians and determine consequences. These may include separation from classmates or the classroom, suspension, or expulsion.

In cases potentially warranting suspension or expulsion, or any situation involving extremely unsafe or aggressive behavior, CCM will consult and follow FCPS Guidelines for disciplinary action. In all cases, CCM discipline of special education students will comply with all applicable laws.

Professional Development for Teachers, Administrators, and Other School Staff

CCM's development and implementation of a professional staff development plan for teachers, administrators, and other school staff will support our school's Vision and Mission. We will provide our staff with opportunities to attend Montessori events such as Association Montessori Internationale (AMI) conferences.

Founded in 1929 by Dr. Maria Montessori to maintain the integrity of her life's work, and to ensure that it would be perpetuated after her death, AMI provides guidance for AMI training courses, guides manufacturers in the production of approved Montessori materials, oversees the publication of Dr.

Montessori's books, organizes study conferences and publishes the magazine "Communications" and the AMI Bulletin.

The American Montessori Society (AMS) also facilitates conferences. The American Montessori Society's mission is to provide the leadership and inspiration to make Montessori a significant voice in education. The Society advocates quality Montessori education, strengthens members through its services, and champions Montessori principles to the greater community.

By providing staff with the opportunity to attend conferences and other Montessori training, CCM will support, encourage and strengthen our school's commitment to the Montessori curriculum and philosophy and thereby improve our students' learning experience. The content of staff development and the process for implementing staff development will be designed around the needs of the staff. For example, at CCM we will prioritize a multi-cultural component to a strong, new staff orientation program in order to address the needs of our new staff as well as to provide an introduction to and understanding of the Spanish language piece of our curriculum.

In addition, the GC will play the role of a school improvement team to develop and implement a continuous improvement plan for the school. This plan will include specific opportunities for staff development designed to enhance the school's goals and objectives.

CCM shares FCPS's goal to "enhance student achievement by providing teachers with results-oriented professional development and resources." CCM will enthusiastically participate in staff development opportunities designed and provided by FCPS. These opportunities may include:

- Coaching with non-evaluative feedback
- Effective planning ideas
- Mentoring
- Purposeful observation and evaluation

CCM will also participate in the FCPS Leadership Development Program, which is designed to "maximize the leadership potential of all employees in the promotion of quality learning and success for all students."

CCM's staff development plan will include monthly topics designed to orient Lead and Assistant Teachers within the FCPS system as well as monthly Montessori related training to ensure adherence to CCM's mission to provide a Montessori education. CCM will provide both structured opportunities for staff development as well as the option for staff to make choices based on interest and need. CCM will also implement staff development via weekly team building meetings to be led by a Lead Teacher for each level. In addition, CCM plans to implement a "half Wednesdays" schedule for teachers. Each Wednesday

afternoon, students will be scheduled to attend specials and other activities in order to provide teachers with a mid-week afternoon dedicated to staff development.

As part of CCM's staff development plan, technical training will be ongoing throughout the year. Staff development topics to be covered in the early part of the year may include:

- FCPS Policies
- Teacher Evaluation System
- Blood Born Pathogens
- Budget Overview
- Montessori Student Progress
- Montessori and dual-language philosophy discussion
- Governance Structure of CCM

In the second half of the year, staff development topics may include:

- FCPS Budget DVD
- A continuation of Montessori and dual-language philosophy discussion
- New teacher support
- Maryland School Assessments
- Meeting FCPS Technology Standards

By embracing FCPS's staff development goals and by providing staff development that is responsive to the interests and needs of our teaching community, CCM will maintain high standards for ongoing professional development.

Structure of the School Day and Year

CCM will operate under the FCPS district calendar, which includes a minimum of 180 instructional days and a minimum of 1080 hours. The school day will begin at 8:30 a.m. and conclude at 3:00 p.m., Monday through Friday. Preschoolers will arrive at 8:30 a.m. and leave at 11:30 a.m. We anticipate offering a twice-weekly "lunch bunch" option for preschoolers who are not in the extended-day program where, for a small fee, they can remain at school for an additional hour to enjoy lunch.

This sample schedule gives an example of what a typical school day may look like. Recess and lunch periods may be staggered throughout the day. Spanish enrichment periods may take place during the morning or afternoon work periods for enrichment classrooms. Note that Wednesday afternoons do not have a work period, but instead offer special areas, while staff participate in development opportunities:

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8:30-8:50	Arrival, obtain work plan, journal writing
8:50-9:00	Classroom community meeting
9:00-12:00	Uninterrupted work time (integrated curriculum) Spanish enrichment period (for some enrichment classrooms) Includes snack
11:30	Preschool dismissal
12:00-12:30	Lunch
12:30-12:50	Recess/outdoors
12:50-2:10	Work period Spanish enrichment period (for remaining enrichment classrooms)
2:10-2:50	Special areas (such as music, art, physical education) Teacher planning
3:00	Dismissal
Wednesday afternoons:	
12:50-2:50	Special areas Staff development
3:00	Dismissal

B.4 Accountability Plan

CCM expects that the transition year (2011-2012) will be an adjustment period for most of our students, who are new to the Montessori teaching method and the degree of independence.

Goals Against Which the School's Success Will Be Judged

As CCM students gain in experience with the Montessori method, we expect that increasing numbers of students will meet the objectives listed below.

MVMPCS has observed this pattern in the increasing success of its students. Since the school opened in 2002, the reading and math MSA scores of MVMPCS students have consistently trended upwards. MVMPCS students have consistently scored higher than the county average on the reading portion of the MSA; in fact, in 2009, 95.3 percent of MVMPCS students scored proficient or advanced. After a comprehensive math plan was implemented, MVMCS scores on the math portion of the MSA jumped 18 percentage points, surpassing the average score for Frederick County. For more data on MVMPCS Scores on the MSA, please see Appendix XII.

CCM can neither predetermine nor specifically characterize our students' full potential, but we will use standardized assessments and an authentic classroom documentation system, which we will develop in our first year. We will use this system universally in our classrooms, so we will continuously gather evidence of individual and school-wide improvements in specific areas. We will consult with MVMPCS and one of its founders, Catherine Nehring, to determine which system best meets CCM's needs. Students may have their own "articulation cards," listing every Montessori lesson with space for teachers to indicate the date

the lesson is introduced, subsequent dates the student receives or works with the lesson, and the date the student masters the lesson. From these records, we can generate individualized progress reports at any time to give a picture of a student's progress. In computer-based systems, these records can also be linked to other student data, such as attendance, and class-wide or school-wide data. The criteria used for assessment will be: not yet introduced, needs strengthening, making steady progress, mastered.

Based on information we have received from both Judith Klimpl, Foreign Language Supervisor at Montgomery County Public Schools, and Janice Bonham West, Head of School at Casa Esperanza, we anticipate a lag in standardized test scores for our dual-language students. By fifth grade we anticipate that these students will demonstrate similar or higher scores as compared to students in schools with similar demographics.

CCM has a commitment to Frederick County Public Schools. Therefore, we have used FCPS' five goals to create our own 5 academic goals. Goal 6 pertains to management effectiveness and Goal 7 addresses our mission-specific goal.

ACADEMIC AND NONACADEMIC GOALS

1. Effective Communication: Students will demonstrate the ability to listen, read, speak, write, and use mathematical expression and technology to effectively communicate with peers, adults, and members of their communities.

Objective 1a:	Students will achieve steady progress or mastery in reading, writing (including cursive handwriting beginning in Pre-K) and math skills.
Indicator:	As documented through the MSA's or Stanford 10, the percentage of students at proficiency level will meet or exceed schools with similar demographics, including Socio-Economic Status, cultural representation, ELL population, and categories of Special Education (LD, ADHD, ASD, etc.) Using one or more of the following tools, teacher observation/curriculum tracking system, Informal Reading inventory or journals and portfolios, each student will achieve steady progress or mastery of skills each year.
Benchmark:	Quarterly progress reports tracking individual student progress in Montessori Curriculum in reading, writing, and math skills.

Objective 1b:	Students will demonstrate mathematical literacy.
Indicator:	Using teacher observation, curriculum tracking system, and/or independent or group research projects, students will demonstrate steady progress or mastery of interdisciplinary applications of mathematical skills.
Benchmark:	Mid-year and end of school year, teachers will use classroom tracking sheets and portfolios to assess each student's progress.

Objective 1c:	Students will demonstrate steady progress or mastery of modern communication skills including public speaking, information technology, media literacy and proficient keyboarding.
Indicator:	Using teacher observation, curriculum tracking system, portfolios, or teacher-student created presentation rubrics, students will demonstrate progress and identify goals for improving skills.
Benchmark:	Midyear and end of year, teachers will use classroom tracking sheets and portfolios to assess each student's progress with modern communication skills.

Objective 1d:	Students will demonstrate knowledge of the Spanish language and the cultures of Spanish-speaking people. Students receiving dual-language instruction will develop strong Spanish language skills, while students receiving Spanish enrichment will demonstrate the ability to respond to Spanish in limited conversational settings.
Indicator:	Through teacher observation and participation in schoolwide routines and periodic events, students will demonstrate appropriate Spanish language skills.
Benchmark:	Quarterly progress reports.

2. Problem Solving and Critical Thinking: Students will demonstrate the ability to synthesize, evaluate and construct deeper meaning of subject matter through an interdisciplinary and multicultural lens.

Objective 2a:	Each student will carry out individual and small-group exploration increasing in complexity and depth in a range of subject areas.
Indicator:	Teacher observation, portfolios, journals, research projects, and/or teacher-student rubrics, students will demonstrate progress and identify goals for improving skills.
Benchmark:	Mid-year and end of year, teachers will use classroom tracking sheets and portfolios to assess each student's progress in all curriculum areas.

Objective 2b:	Students will apply mathematical thinking to a variety of subject matter, such as the study of geography, history, science, world cultures, and music.
Indicator:	Using teacher observation, portfolio's, and/or performance assessments, students will demonstrate progress in applying mathematical thinking.
Benchmark:	Mid-year and end of year, teachers will use portfolios and performance rubrics to assess individual student progress.

3. Social Cooperation and Self Discipline: Students will develop positive academic behaviors and attitudes that will enable them to become independent learners, work cooperatively with others, and achieve peaceful resolutions of conflicts.

Objective 3a:	Through the engagement with Montessori curriculum and materials, all students will develop productive engagement and deep levels of concentration.
Indicator:	Using daily teacher observation, logs, and progress reports, each student will be assessed on his/her ability to select work , maintain productive engagement and complete appropriate tasks daily with minimal teacher guidance.
Benchmark:	Through daily teacher observation, classroom tracking system and quarterly progress reports.

Objective 3b:	All students will learn and practice the principles of Montessori Peace Education, and use them in their daily interactions.
Indicator:	Using teacher observation and progress reports, each student will be assessed on his/her ability to show respect by giving peers space to do work without interruption, ability to work cooperatively in a small group and utilize conflict resolution skills.
Benchmark:	Mid-year and end of year teachers will use portfolios and performance rubrics to assess individual student progress.

4. Responsible Citizenship: Students will develop an awareness and appreciation for the diversity among individuals and cultures that will enable them to be active participants in their neighborhoods and the global community.

Objective 4a:	Starting from age three, students will demonstrate steady progress or mastery of subject matter that is global in nature, including lessons in geography, foreign language, multicultural literature, current events, world cultures, history, and science including ecology and biomes.
Indicator:	Using teacher observation, portfolio's, curriculum tracking system, and participation in school-wide cultural events students will demonstrate increasing knowledge and understanding of global interdependencies.
Benchmark:	Mid-year and end of year teachers will use portfolios and performance rubrics to assess individual student progress.

Objective 4b:	All students will participate in a service learning experience each year.
Indicator:	Using teacher observation, teacher logs and/or student portfolios, students will show their participation in a service learning experience.
Benchmark:	End of year progress reports.

Objective 4c:	Beginning in first grade, when students demonstrate readiness to the teacher, students will have the opportunity to participate in individually designed field trips known as Going Out in the Montessori methodology.
Indicator:	Using teacher observation, teacher logs, student teacher created rubrics, students will demonstrate progress and identify goals for improving independence and responsible social behavior.
Benchmark:	Teachers will use observation logs to assess students Going Out experiences at the mid-year and end-of-year progress reports.

5. Lifelong Learning: Students will cultivate intellectual curiosity through the practice of educational exploration, artistic expression and healthy physical activities.

Objective 5a:	Through the engagement with the Montessori curriculum and materials, all students will have the opportunity to participate in dramatic performance, art projects, musical expression, outdoor education, and physical activities. .
Indicator:	Using teacher observation, curriculum tracking sheets, portfolio's and/or student-teacher developed rubrics, students will demonstrate participation and increasing skill development in all these five areas.
Benchmark:	Quarterly progress reports.

Objective 5b:	Through the engagement with the Montessori curriculum and materials, all students will be empowered and motivated to make appropriate academic choices.
Indicator:	Using teacher observation, curriculum tracking sheet and/or student-teacher conferences, all students will demonstrate engagement in all curriculum areas, while elementary students, in addition, will create and complete work contracts.
Benchmark:	Quarterly progress reports.

Management Effectiveness Goal

6. CCM will strive to provide a strong infrastructure to support the students ability to achieve their academic goals and maintain a positive educational community.

Objective 6a:	CCM will hire and retain a principal educator with strong administrative skills.
Indicator:	CCM will hire a principal educator who has management experience, is excited about the Montessori curriculum, and demonstrates an ability to promote a positive educational environment.
Benchmark:	CCM will conduct an annual survey to obtain feedback about the administrative structure and school atmosphere.

Objective 6b:	CCM will demonstrate responsible financial management.
Indicator:	The treasurer, finance committee, governing council president, and principal educator will work cooperatively to achieve a balanced budget and demonstrate sustainability.
Benchmark:	The budget will be reviewed at each monthly governing council meeting.

Objective 6c:	The GC of CCM will demonstrate strong commitment and active participation in the school.
Indicator1:	Governing council members will attend 75% of council and committee meetings.
Indicator 2:	Each member will serve the duration of their term.
Indicator 3:	Each member will actively pursue at least one financial sponsor, corporate partner, or individual benefactor.
Benchmark:	CCM will conduct an annual survey of the governing structure to obtain feedback and input for improvement.

Mission-Specific Goal

7. Implement the unique components of CCM's vision and mission^[SC38].

Objective 7a:	Provide an optimum Montessori-based learning environment.
Indicator:	CCM will align the curriculum with AMI or AMS within 5 years.
Benchmark:	Administrative staff and faculty will meet regularly to discuss Montessori principles.

Objective 7b:	Create a school culture that promotes multicultural awareness and celebrates diversity.
Indicator:	All students will enroll in Spanish enrichment or the dual language instruction program and participate in multicultural celebrations.
Benchmark:	CCM will offer Spanish enrichment or dual language instruction to all students and hold several multicultural celebrations and/or special events throughout the year.

Objective 7c:	Build an inclusive and supportive school community.
Indicator:	Students and parents/guardians will report satisfaction with CCM.
Benchmark:	CCM will distribute annual surveys to determine student and parent/guardian satisfaction.

Objective 7d:	Provide support and opportunity for staff development and continuing education.
Indicator:	Faculty and staff will attend at least one training or workshop and/or participate in continuing education.
Benchmark:	Training opportunities in Montessori education and other topics as appropriate will be announced regularly throughout the school year.

Objective 7e:	Increase parents'/guardians' understanding of Montessori principles, so they can be more involved.
Indicator:	Parents/guardians will attend at least one parent education workshop.
Benchmark:	CCM will offer parent/guardian education workshops throughout the year.

Objective 7f:	Increase opportunities for parents/guardians to volunteer.
Indicator:	Parents/guardians will volunteer on site at least one time during the year.
Benchmark:	CCM will offer many ways to volunteer throughout the year, during and after school hours, and from home.

Indicators of Performance

Indicators of Performance can be found in Section B.4.1.

B.4.2.a The No Child Left Behind Act of 2001 (NCLB) was designed to improve student academic achievement. All Classroom Teachers of core subjects are required under NCLB to be "highly qualified." CCM will hire teachers who are currently "highly qualified" based on certification, or we will assist teachers in completing the necessary coursework for certification and "highly qualified" status. CCM will be accountable for Adequate Yearly Progress (AYP), just like all FCPS staff. We will take part in the testing process which measures the extent to which our students are proficient in reading and math skills, and we will be accountable for student attendance.

B.4.2.b Classroom and Assistant Teachers will draw on a variety of non-mandatory assessment tools to monitor the students' academic progress. These methods may include, but are not limited to, the following: teacher checklist/logs, student/parent/guardian/teacher meetings, progress reports given to parents/guardians, student journals and portfolios, peer reviews and peer teaching, math quizzes and informal reading inventories. Assessment of progress on non-academic goals will be accomplished through school logs, filing systems, databases, business/budget plans and board minutes.

Promotion and Graduation

CCM will use multi-age groupings and individually paced curriculum rather than letter grades for primary, lower and upper elementary. Therefore, students typically move up by age, except under special circumstances that would be decided in partnership with the parents or guardians. We anticipate that our 7th and 8th graders will have traditional letter grades and we will use FCPS guidelines for promotion.

Targets

Benchmarks can be found in section B.4.1.

Baseline Performance

Because CCM will open its first year with all new students, a baseline performance at the beginning of the year will be completed through teacher observation checklists for reading, writing, and math. The Informal Reading Inventory will also be utilized at the beginning of the first year for grades 1-6, and progress will be measured mid-year and at the end of the year using the same tool. Baseline and progress for writing skills will be assessed through portfolios at the beginning, mid-year and end of the year. Baseline for math skills will be assessed through a teacher checklist at the beginning of the year and measured through progress reports at mid-year and end of the year. Required assessments (SAT 10, MSA) will also be used to measure baseline/progress in the first year.

Assessment Tools

CCM's general list of non-mandatory assessments is included in Section B.4.2.b. The type of benchmark utilized for each indicator is included in Section B.4.1. We will use a schoolwide classroom documentation system and schoolwide progress reports to assess the students in each curriculum area of presented Montessori material which will be developed in our first year. See Section B.4.1 for more information about this schoolwide record-keeping system. Classroom and Lead Teachers will analyze the results to measure individual student progress from year to year. They will aggregate overall results at the end of the year in the annual school report. As mandated by Maryland and at the advisement of FCPS, the results of the MSA to measure reading and math proficiency will be compared to schools with a similar demographic as CCM.

Reporting Performance and Progress

The Principal Educator will meet with the GC and appropriate committees designated by the school. They will review assessment data provided by the teachers. The Principal Educator will develop a detailed annual report documenting CCM's progress in meeting AYP, performance of our academic and nonacademic goals and indicators, and a plan of action for the following year. This report will be given to the Board of Directors, MMCI, and FCPS BOE and made available to parents, guardians, and the community via CCM website.

School Improvement Plan

As stated in Section B.4.7, CCM's annual review will take place, led by the Principal Educator, assessing our success in meeting AYP and our goals. The Principal Educator and Lead Teachers will develop a plan of action to address any areas that are not meeting our expectations. We will have a continuous improvement plan year over year. We will present this plan as part of our annual report that will be given to

MMCI, and FCPS BOE. We will make it available to the parents, guardians, and community through our website.

Section C. Operation Plan

C.1 Organizational Structure

Upon approval from FCPS BOE, CCM will be a sister school to MVMPCS operated by our parent organization, MMCI. MMCI is a 501(c)(3), non-profit, tax-exempt membership corporation (the Articles of Incorporation and Bylaws are found in Appendix IV). MMCI will ensure that CCM complies with the charter agreement and the operating budget. MMCI will report directly to FCPS BOE, as shown in Figure 1.

MMCI's subcommittees will include Finance, Fundraising, Community Outreach, Public Relations, Legislation, Grant Writing, an independent Governing Council (GC) for each school, and an independent Nominating Committee for each school. The GC and Nominating Committee from each school remain stable; other committees may change as to accommodate the needs of the organization.

Like MVMPCS, CCM's administration will work with its GC to prepare and adhere to a Per-Pupil Allotment (PPA) budget and ensure that operations occur in accordance with the charter contract. CCM's Principal Educator will report to the FCPS Charter School Liaison/Instructional Director. CCM Administration will direct staff on how to accomplish the goals set forth by the charter.

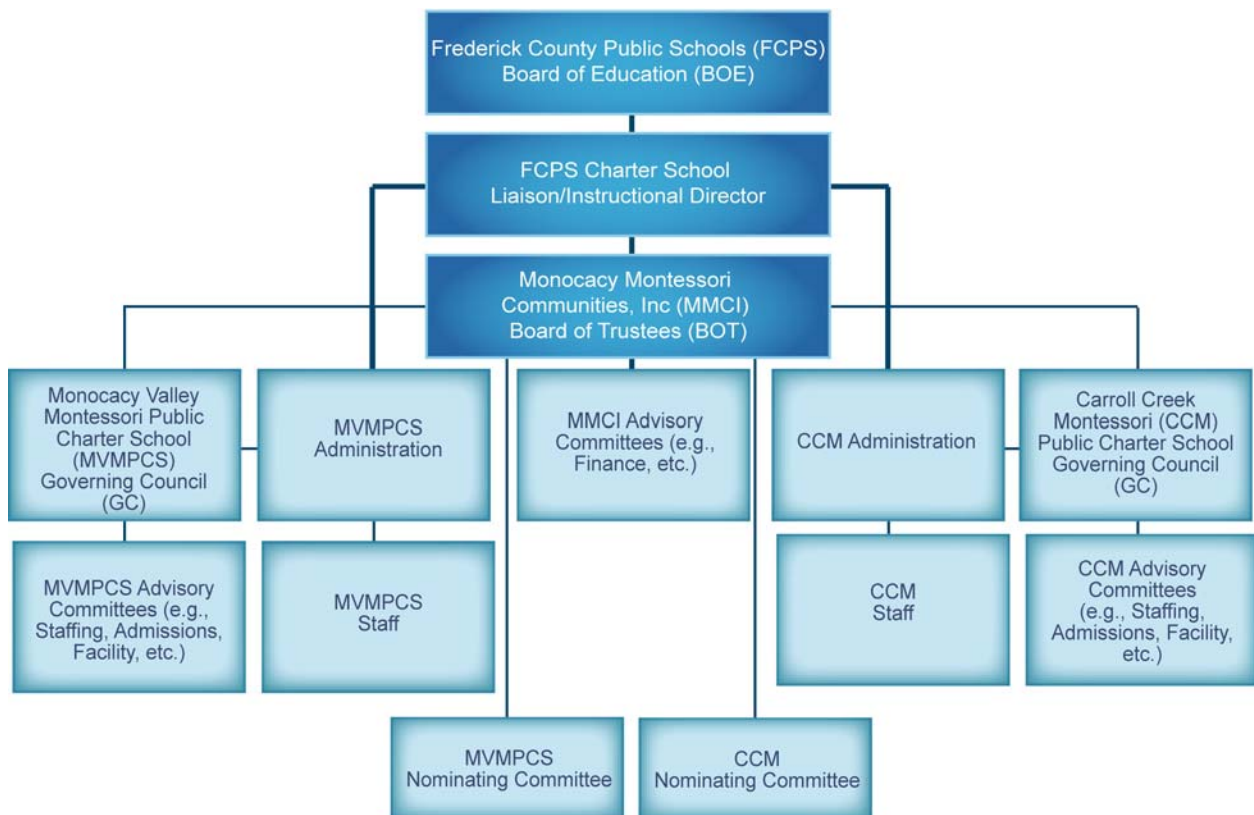


Figure 1: The CCM-MVMPCS-MMCI organization chart.

C.2 Governing Structure

MMCI is the parent organization that will be responsible for operating CCM. MMCI is governed by a Board of Trustees (BOT). The BOT consists of four officers—President, Vice President, Secretary, and Treasurer—elected from among parents or guardians whose children attend either CCM or MVMPCS. In addition to the four officers, the BOT will include at least four Parent/Guardian Trustees and at least one Friend of Education, who may be a parent/guardian if a non-MMCI community member cannot be found. Parents/guardians and staff from both MVMPCS and CCM will be voting members of MMCI.

MMCI BOT meets on a monthly basis. In accordance with the Maryland Open Meeting Law Act, BOT meetings are open to the public, held in an accessible location (currently, at MVMPCS), and they are announced in advance. BOT makes meeting agendas public to the MMCI community before the meeting, and provides minutes following the meeting. The GC Chairperson and Principal Educator from each school will attend BOT meetings to report issues and events from the school.

GC, the policy making body of CCM, will be organized and run as specified by the MMCI Articles of Incorporation and bylaws. The GC will carry full responsibility for CCM policy decisions and will monitor the operational decisions of the Principal Educator. The GC will ensure that the Principal Educator and staff adhere to the charter agreement and meet goals in accordance with the vision, mission, and Montessori philosophy. Additional duties and responsibilities of the GC include, but are not limited to, the following:

- a. Determine CCM policies
- b. Determine staffing levels and position descriptions for CCM
- c. Determine an annual budget for CCM based on academic needs and goals, and provide financial reports to MMCI
- d. Determine curriculum and monitor its implementation
- e. Submit an Annual Report and audit to MMCI, who will present to the FCPS BOE
- f. Propose amendments to the charter and present them to MMCI for approval and submission to the FCPS BOE
- g. Appoint committees to support school operations and receive regular committee reports
- h. Develop a community culture that reflects school values in accordance with the vision and mission of the school
- i. Provide input to FCPS Charter School Liaison/Instructional Director for evaluation of Principal Educator

- j. Provide input to Principal Educator for evaluation of faculty
- k. Negotiate and monitor independent contracts, such as those for specific educational consultants or equipment leased through FCPS.

Board of Directors

At CCM, the GC will be the Board of Directors. The GC will include four parent/guardian representatives and two Friends of Education, all of whom will be elected by MMCI members who are employed by or have children attending the school. It will also include two staff representatives, who will be elected by staff, and the Principal Educator of the school by virtue of office. The GC will oversee various committees, including: Admissions, Property and Facility, Fundraising, Staffing, Hospitality, Strategic Planning, and Library. Committees will change depending on the needs, as determined by the GC. For privacy and security purposes, the members of the GC are required to sign confidentiality agreements.

Board Member Recruitment and Training

The Executive Committee will appoint the initial GC at CCM. We plan to appoint two parent/guardian representatives from the founding group and two parent/guardian representatives from the pool of families who enroll their children in the first year. The Founders will reach out to the local Spanish-speaking community to appoint the Friends of Education. CCM Founders will seek candidates with diverse skills, such as management, finance, social services, and public relations. CCM Founders will seek candidates who are passionate, tolerant of other people's opinions, respected in the community, flexible, and team-centered. GC members will be strongly encouraged to familiarize themselves with charter school law to prepare for their role on the board. CCM will provide team-building exercises to assist in building a cohesive board.

At the MMCI annual meeting during the first year of operation, CCM will nominate and elect its own Nominating Committee. The Nominating Committee's primary responsibility will be to recruit candidates for the school's GC positions from that point forward. Following the initial appointment, the Nominating Committee will recommend all GC members, and members of the CCM school community, including parents and guardians, will vote for them.

Board Member Information

As described in Section A.1.2, Board of Directors, the CCM Executive Committee will appoint six of the nine positions on the initial GC. The following describes the composition of the initial GC:

- Two of the parent/guardian representative positions will be filled by Founders, whose qualifications are listed in Section A.1.1, Composition of the Group.

- Two of the parent/guardian representative positions will be filled from the pool of families who enroll their child(ren) the first year. Qualifications will be submitted to the FCPS BOE at that time.
- The Executive Committee will also appoint two Friends of Education, individuals who have interest in the school but who do not have children enrolled.
- Once hired, CCM staff will elect two staff members to the GC.
- The Principal Educator will be on the GC by virtue of office.

Board Terms of Office

CCM Executive Committee will appoint the initial GC for staggered terms, starting in January 2011. All subsequent GC positions will be elected at the MMCI annual fall meeting each November. Members of the CCM school community will vote on candidates. In accordance with MMCI bylaws, parent/guardian representatives and Friends of Education will be elected for staggered two-year terms. These members may be re-elected for a second two-year term, but they may not hold the same position for more than two consecutive terms. Terms will begin January 1st. Newly elected members may become involved in GC business following the election, but they cannot vote until they officially begin their term in January. In the event that a position is vacated, a replacement may be elected to serve the unexpired portion of the term.

Board Decision Making

The GC will meet on a monthly basis to discuss the policies and operations of the school. As with BOT meetings, GC meetings will be open to the public, held in an accessible location (the school), and announced to the public in advance. Meetings will proceed in an orderly fashion and follow parliamentary procedure as described in *Robert's Rules of Order*, as revised.

The GC will make an agenda available prior to each meeting for all members of the CCM community via the internet. The meetings will follow the agenda and consist of reports from the GC chair, the Principal, and Committees chairs. The agenda will consist of:

1. Community comment
2. Approval of agenda
3. Old business to resolve issues discussed at previous meetings.
4. New business
5. Closed session
6. Announcements
7. Adjournment

CCM community members and GC members will be allowed to comment during meetings. We will encourage community comment and allow time for it at the beginning of all meetings. Community members may be present for all proceedings, except closed sessions.

Closed sessions will only be held when matters, such as a specific personnel issue, must be discussed. A motion will be made to go to closed session, and the community members present will be asked to leave. When finished, a motion will be made to come out of closed session.

As situations arise, the GC will discuss and implement policy, procedure, and/or actions. If an emergency decision is needed (defined as needing a decision before a full meeting can be convened), members will be contacted electronically and given a period of time for questioning before a vote is taken. All electronic votes will be reported at the next meeting so the community is aware, and the vote will be appropriately recorded in minutes for future reference.

Board Relationships

The CCM Principal Educator, two staff members, and four parent/guardian representatives will serve on the GC to ensure open communication and collaboration between the GC and school administration, teachers, and parents or guardians. GC meetings will be open to the community, so parents/guardians and students may attend and/or provide comment. GC agendas and meeting minutes will be made available to the community via the internet. Because the GC determines the manner in which the school is operated, thereby affecting administration, teachers, parents/guardians, and students, it will embrace the community's participation to the extent that the MMCI bylaws and charter agreement allow. The relationship between the GC and the rest of the school community will reflect the core values of the school, including responsibility, respect, honesty, and democracy.

The GC will report to MMCI, and MMCI will report to the FCPS BOE through the Charter School Liaison/Instructional Director on the school's behalf. The Principal Educator will have direct communication with the Charter School Liaison/Instructional Director. The GC Chair will meet with the Charter School Liaison/Instructional Director, along with the Principal Educator and BOT President as described below.

Board Collaboration

The BOT President, GC Chair, Charter School Liaison/Instructional Director, and Principal Educator will meet monthly to establish and maintain open and effective communications. These leadership meetings will provide an opportunity to work collaboratively with FCPS BOE to ensure CCM is delivering the intended educational program. Additionally, it will provide an opportunity to share information, solve problems, and brainstorm solutions to issues.

C.3 Administrative Structure

The Principal Educator will assume primary responsibility for the daily operations and accountability of CCM. The Principal Educator will work closely with the Chair of the Governing Council (GC) to make decisions affecting the budget and other business-related matters, ensuring that CCM's mission and vision are being attained. The Principal Educator will allocate educational funds to the appropriate department based on the academic needs, consistent with the mission and vision of the school and the parameters set by the GC. The Principal Educator will work collaboratively with the Lead Teachers to devise classroom curricula and select appropriate instructional materials. CCM's initial staffing plan, as described in Section C.3.4, Human Resources Information, is shown in Figure 2. Each grade grouping has one Lead Teacher who simultaneously serves as a Classroom Teacher and a mentor to the other Classroom Teachers in that grade level.

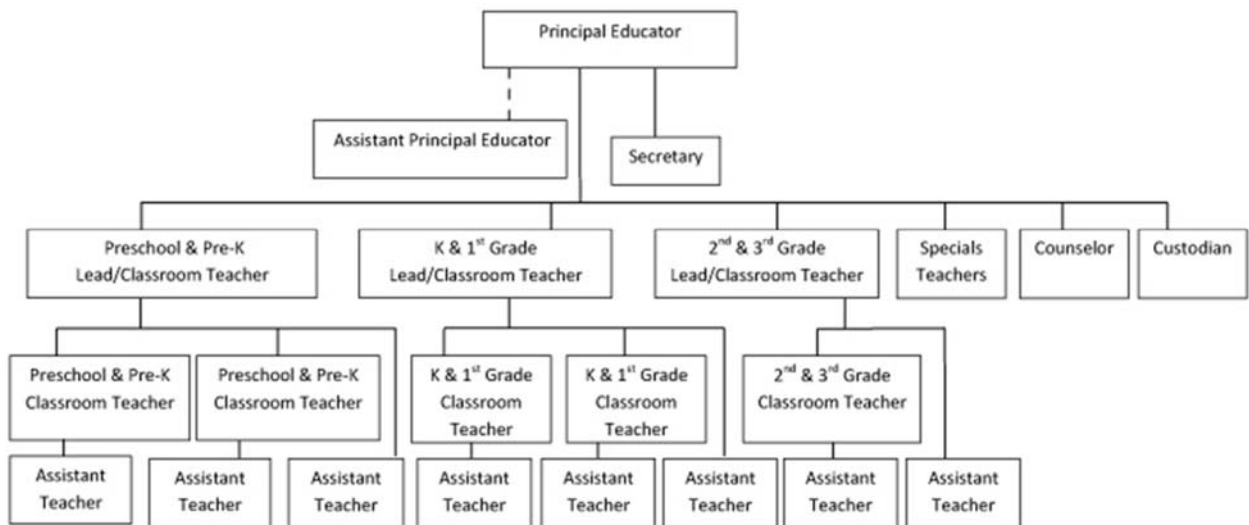


Figure 2: The first-year CCM staffing chart.

The Assistant Principal Educator (part-time, hired in year two or three) will work closely with the Principal Educator. The Assistant Principal Educator will attend meetings and fill the role of the Principal Educator in his/her absence. The Principal Educator will supervise the Assistant Principal Educator. We will re-evaluate after the first year to determine whether an Assistant Principal Educator should be hired for the second year or third year of operation. During the period of time when there is no Assistant Principal Educator, the Principal Educator will appoint an appropriate staff member to assume responsibility for the school in his/her absence.

The Lead Teachers will consult with the Principal Educator on a daily basis about individual issues, such as student concerns, and will facilitate communication with parents/guardians about these issues as

recommended by the Principal Educator. Lead Teachers will be required to attend meetings, parent/guardian conferences, and continuing education training, as determined by the Principal Educator. The Principal Educator will supervise and mentor Lead Teachers.

C.3.1 Teacher, Parent, and Student Input

Parents or guardians will have the opportunity to provide input into school decisions by becoming a member of the GC or one of its sub-committees. CCM will also offer daily volunteer opportunities, and yearly evaluations, as devised by the GC. All parents/guardians will be voting members at the annual MMCI meeting.

Figure 3 details CCM's communication chain. This chart demonstrates how communication will flow between CCM staff, administration, and the GC. It also depicts where the chain of command lies for addressing school-wide concerns.

CCM will involve students in the decision making process of the school to the greatest extent possible. Enabling students to be active participants in decisions that impact their learning will promote the development of leadership skills and

group cooperation, as is congruent with Montessori philosophy. For example, students will help select and plan field trips and participate in community service projects.

C.3.2 FCPS Rules and Policies

CCM intends to follow FCPS Rules and Policies for employment. MMCI holds employment policies that are congruent with FCPS. MMCI is an equal opportunity employer and will never discriminate based on race, sex, ethnicity, religion, or take other discriminatory actions. The GC and its staffing committee will conduct interviews for the initial positions at CCM in conjunction with the FCPS Charter School Liaison/Instructional Director. Salaries for all staff will be consistent with FCPS pay scales.

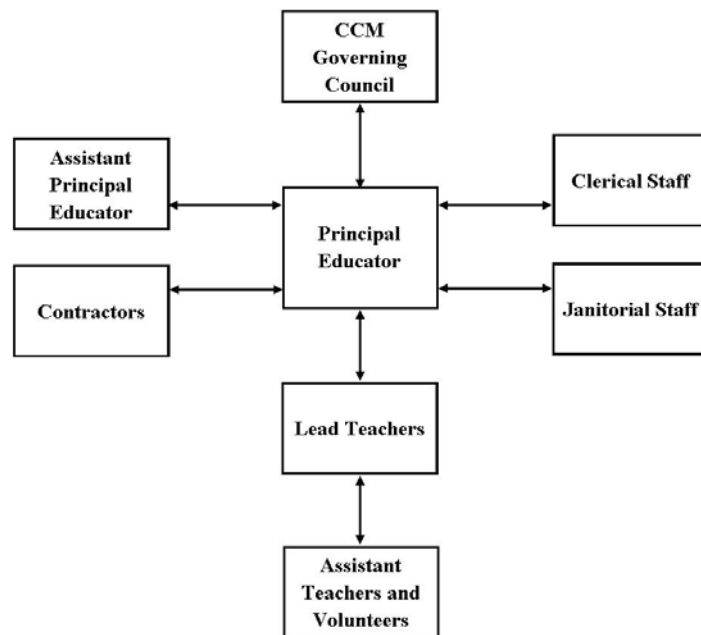


Figure 3: CCM communication flow.

All hiring and dismissing of CCM staff must be approved by the GC and FCPS Charter School Liaison/Instructional Director. CCM will submit them to the FCPS BOE for review. CCM will follow Policy 305.1-305.3 of FCPS BOE for dismissal and suspension of employees. The Principal Educator will have the ultimate authority to immediately remove an employee, if the employee endangers or threatens to endanger the life of another person. If the dismissal of an employee does not meet with criteria for immediate dismissal, the employee will be notified that their job is in jeopardy and will be given the opportunity to make necessary improvements to avoid termination.

The Principal Educator will evaluate all staff, with input from members of the staffing committee. Staff will be evaluated on their performance as it relates to individual student progress, cooperation with other staff members, and communication with parents or guardians so as to facilitate a positive school-to-home relationship.

C.3.3 Student Policies and Procedures

In accordance with BOE FCPS Section 343.1C, Student Admission, admission to CCM will be open to all students residing in Frederick County, who are eligible for pre-school through third grade at the start of the 2011-2012 school year. Each subsequent year we will add seats for the next grade level (see Projected Enrollment Plan, Appendix VIII). Students will be eligible for admittance without tuition charge. No eligible Frederick County student will be denied admittance in order to accept an out-of-county student. Others residing outside of Frederick County will comply with the board's policies and regulations (400-7, 400-16, 400-78) governing enrollment and tuition charges for nonresident students. CCM will not deny admission to students based on discriminatory factors such as race, gender, ethnicity, religious preference, socio-economic conditions, or disability.

C.3.3.A Application Process.

The GC, supported by the Admissions Committee, will have enrollment packages completed by December 1, 2010. Parents or guardians may obtain applications through FCPS or CCM. CCM will also ask other relevant organizations serving Frederick County youth to distribute application packages to interested parents and guardians.

CCM will accept applications from January 1, 2011 through February 28, 2011, for inclusion in the first admissions process. Later applications will go on a waiting list. CCM will assist interested families in completing and submitting these applications. While maintaining confidentiality, CCM will review submitted applications for completeness, eligibility of students (e.g., appropriate grade levels, district residency), and

appropriate accompanying documentation. CCM will notify families of errors or omissions and give them an opportunity to make corrections.

CCM will hold family information sessions during the enrolment period to explain the mission of the school, the Montessori philosophy, expectations for students, parents/guardians, and staff, and answer any remaining questions. We want families to feel confident in their decision to apply to CCM.

C.3.3.B Lottery

CCM will use a random-selection process only if the number of qualified applicants exceeds the predetermined student capacity in CCM in any given traditional grade level. This lottery, if required, will be held before April 1, 2011, at a date to be determined by the Admissions Committee, the CCM Principal Educator, and FCPS. The only students eligible for the lottery are those who have completed the application process in full. This process will be performed by the CCM Admissions Committee, with the support and supervision of the CCM Principal Educator and a FCPS representative.

Priority Admissions. Admission will be granted to eligible children of the Founding Families during each year of operation. Children of all FCPS staff working at CCM will be given second priority for admission, followed by children of the two Friends of Education on the GC.

Dual-Language Classrooms. The first year, 2011-2012, CCM will offer one preschool and pre-kindergarten classroom, and one kindergarten and first-grade classroom with dual-language instruction. The second year, 2012-2013, we will convert back to traditional multi-age classrooms, so we will have one dual-language classroom with preschool, pre-kindergarten, and kindergarten, and one classroom with 1st and 2nd graders. Then we will grow the dual-language option over time through the sixth grade. Seats in the dual-language classes will be filled by students who request this option, in the order the students are accepted to CCM, until the dual-language classes are filled.

Students who request the dual language option and are not awarded a seat will be offered the choice of a seat in a regular CCM class, or the student may decline admission to CCM. Regardless of this choice, the student will be placed on a waitlist for the dual-language class.

Because language learning builds over time, students who begin in the dual-language program may continue in that program. However, if seats become available in dual-language classes at second grade or higher due to attrition, CCM will offer them to grade-appropriate students on the waitlist with a stipulation: those students must demonstrate appropriate language skills in both English and Spanish.

If a student in the dual-language class wishes to change to the non-dual language class, CCM will permit this on a space-available basis. Because a student in the dual-language class is already enrolled in the school, such requests will take priority over students on any waitlist to enroll in CCM.

In order to keep families intact, if they so desire, as one student in a family is selected in the lottery, all siblings will also be admitted, and their names shall be withdrawn from the lottery. This policy will hold, unless all spaces in an appropriate grade level are filled. If the first student in a family is accepted to CCM for a dual-language class, siblings will also be accepted for a dual-language class, if an age-appropriate seat is available. If an age-appropriate seat in a dual-language class is not available, the sibling(s) may choose to enter the standard age-appropriate CCM class or decline acceptance. Siblings who are not admitted due to space limitations (for standard or dual-language classes) will be given first preference, should an opening occur. In subsequent years, admission will automatically be granted to siblings of students currently enrolled in CCM as they become eligible at 3 years of age.

C.3.3.C Policies and Procedures for Withdrawal, Suspension, and Expulsion of Students.

CCM is an inclusive school community, with a strong emphasis on peace education and ethical conduct. CCM will take all reasonable measures to help each student modify unacceptable behavior within the school setting. If necessary, a student may meet with a staff member with social work or counseling background to allow the child an opportunity to deescalate within the school setting. If a student is disruptive or consistently demonstrating inappropriate behavior, the teacher will refer him or her to our Student Support Team (SST) team as detailed in Section B.2.4. In extreme circumstances, such as when a child needs to be removed from the classroom for the safety of himself or others, CCM will adhere to the Code of Maryland Regulations (COMAR) and FCPS policies and procedures regarding suspension, expulsion, or other disciplinary actions. For a student with a disability, the IEP Team will immediately convene to determine if the behavior is a manifestation of the child's disability and whether the current services, program, and placement are appropriate.

Human Resources Information

CCM seeks administrators, teachers, and additional staff who are inspired and motivated by our mission and vision. CCM's administrators and staff will collaborate enthusiastically to build a caring and creative learning community in which students, parents/guardians, and staff work together to cultivate a lifelong love of learning, using the Montessori Method. CCM seeks dedicated, Montessori-trained professionals to design and facilitate the learning environment envisioned by Dr. Maria Montessori. CCM's Montessori-trained professionals will create a learning environment that enables and encourages children to learn

through all five senses, to learn at their own pace, and to experience learning as an exciting process of discovery. CCM intends to recruit Montessori-trained, bilingual teachers for our Spanish/English dual-language option. By incorporating both a dual-language option and strong Spanish Enrichment into our curriculum, we will enrich our students' learning experiences, serve our community, and encourage diversity, compassion, and understanding.

CCM will maintain high professional standards for all staff by requiring Montessori training as well as Maryland state certification or a commitment to become a Maryland state-certified teacher within a predetermined amount of time as a condition of employment.

CCM recognizes that the success of the Montessori curriculum and therefore the success of the students will depend upon teachers with a strong background in Montessori training. Therefore, CCM intends to prioritize Montessori training as a hiring requirement. CCM also recognizes the challenge of finding bilingual, Montessori-trained teachers who will be the key to the success of our dual-language and Spanish Enrichment programs. For these reasons, instead of filing a written request with the State Superintendent of schools for a temporary *Waiver of Educ. 9-105*, CCM will work with FCPS's Human Resource Department to request provisional certification on a case-by-case basis for Montessori-trained educators and Montessori-trained bilingual educators. With FCPS, we will analyze each prospective teacher's transcript to determine which classes are needed to obtain Maryland state certification. Teachers will then be required to begin enrollment in these classes as a condition of employment. CCM will stipulate that teachers attain certification within a specified amount of time, as recommended by FCPS. Hood College in Frederick, MD currently offers teaching certification programs.

CCM will demonstrate a strong commitment to staff with innovative staff development, competitive salaries and benefits, priority enrolment for our staff's children, and an emphasis on creating a community in which every member is a learner. As stated in FCPS BOE Personnel Policy section 300.1, CCM will "maintain a position as a preferred employer in Frederick County through compensation, benefits, and personnel practices that meet or exceed that of the competitive labor market."

CCM will partner with FCPS in the hiring process. CCM will follow all FCPS employment policies. CCM recognizes that teachers and staff of the public charter school are public employees and therefore required to adhere to the rules and regulations of FCPS.

C.3.4.A. Key Leadership Roles

CCM believes that the keys to leadership are vision and inspiration. We will place a high premium on these qualities in our leaders. Our initial staffing chart is shown in Figure 2, above.

a. Principal Educator

To develop a challenging and caring school culture, the Principal Educator must be committed, purposeful, and involved in managing the values of the school; painstaking in the hiring and development of teachers; and adept at building bridges with competing constituencies to reach desired goals. The Principal is ultimately responsible for creating the proper "climate" of the school, ensuring that the learning community reflects the vision of the founders, parents/guardians, and staff.

In accordance with the Maryland Public Charter Schools Model Policy and Resource Guide, CCM will evaluate our Principal Educator "in a manner that is consistent with state law and applicable local board of education policy and regulations and any applicable negotiated agreement provisions." We will follow FCPS's FCASA-negotiated agreement, Article XIX. In addition, we will solicit written input from the MMCI President, Governing Council Chairperson, and CCM staff as part of the evaluation.

CCM's Governing Council will use the following criteria to choose the school's leader, the Principal Educator.

Required Qualifications:

- Eligibility for MSDE Administrator II certificate within one year of appointment (requires Master's degree with 18 credits of specific coursework and qualifying score on the SLLA test)
- Minimum of three years of successful school administrative leadership experience, one year of experience as a Principal Educator or an Assistant Principal Educator.
- Understanding of Montessori Instructional strategy and philosophies.
- Understanding and sensitivity to the needs of various cultural and ethnic groups.
- Demonstrated success working in a community in which students, parents/guardians, and staff work together.
- Excellent oral and written communication skills.
- Capable of performing the essential functions of the position with or without reasonable accommodations.

Preferred Qualifications:

- Montessori Certified.
- Minimum of one year of experience as a Principal Educator.
- Demonstrated success using the hands-on tools provided by a Montessori-based curriculum.
- Demonstrated ability to model, inspire, and nurture independence, confidence, creativity, and the ability to care for members of a learning community and the larger world.

- Excellent oral and written communication skills in English and Spanish.
- Teaching experience at the elementary and middle school levels.
- Experience working with budgets and school finance.
- Prior experience with charter schools.
- Prior experience with state standardized testing, preferably the Maryland MSAs.
- Experience working with culturally and linguistically diverse populations.
- Familiarity with the FCPS policies, goals, and programs.
- Demonstrated knowledge, skill and experience with uses of technology and data analysis/database calculations.

b. Assistant Principal Educator

The Assistant Principal Educator will be another key leadership role at CCM to be filled in the second or third year of operation. The Assistant Principal Educator will work closely with the Principal Educator. The primary responsibility of the Assistant Principal Educator will be to prepare and oversee the assessment testing process. The Assistant Principal Educator will attend meetings and fill the role of the Principal Educator in his/her absence. The Assistant Principal Educator will be supervised by the Principal Educator. This role may be a part-time position, initially, with the possibility of becoming a full-time position as CCM grows.

Required Qualifications

- Eligibility for the appropriate Maryland school administrative license.
- Master's degree.
- Excellent oral and written communication skills.
- Five (5) years of successful licensed teaching experience including at least one (1) year as a school-site contracted administrator in an accredited K-12 public or private school.
- Successful performance in the position held at the time of application.
- Understanding of Montessori instructional strategy and philosophies.
- Understanding and sensitivity to the needs of various cultural and ethnic groups.
- Successful experience with the coordination of school, district, or community activities (or) have served in a quasi administrative position which requires the application of management skills.

Preferred Qualifications

- Montessori Certified.

- Demonstrated success using the hands-on tools provided by a Montessori-based curriculum.
- Demonstrated ability to model, inspire, and nurture independence, confidence, creativity, and the ability to care for members of a learning community and the larger world.
- Excellent oral and written communication skills in English and Spanish.
- Teaching experience at the elementary and middle school levels.
- Experience working with budgets and school finance.
- Prior experience with charter schools.
- Prior experience with state standardized testing, preferably the Maryland MSAs.
- Experience working with culturally and linguistically diverse populations.
- Familiarity with the FCPS policies, goals, and programs.
- Demonstrated knowledge, skill and experience with uses of technology and data analysis/database calculations.

c. Lead Teachers

CCM's Lead Teachers will be full-time Classroom Teachers responsible for directing up to 30 students, as well as an Assistant Teacher and volunteers who work in the classroom. We will have one Lead Teacher per grade level at CCM, who will provide mentoring to the other Classroom Teachers within the grade-level grouping. Preferably, Lead Teachers will also be bilingual in Spanish and English.

Required Qualifications

- Certification from an accredited Montessori training program.
- Bachelor's degree.
- Commitment to work towards state certification.
- Demonstrated experience as a Lead Teacher.
- 2 - 3 years Montessori classroom experience.
- Understanding and sensitivity to the needs of various cultural and ethnic groups and a desire to work with a bilingual population.
- Excellent planning and record keeping skills.
- Strong classroom management and excellent leadership qualities.
- Ability to work collaboratively with others.

Preferred Qualifications

- Experience working with culturally and linguistically diverse populations.

- Maryland state certification.
- Familiarity with the FCPS policies, goals, and programs.
- Demonstrated knowledge, skill and experience with uses of technology.
- Bilingual in Spanish and English.

C.3.4.B. Qualifications of School Staff

CCM will follow the employment policies of FCPS in hiring teachers, administrators, and other school staff. The No Child Left Behind Act (NCLB) has set a clear goal that all students be taught by a "highly qualified teacher" who holds at least a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in the core academic subjects. CCM will require that teachers and administrators have or are on track to receive formal Montessori training and Maryland state certification. As stated in Section C.3.4., CCM will prioritize Montessori training in order to establish the desired Montessori environment and community while, with FCPS's guidance, requiring provisional certification with a commitment to obtain full Maryland state certification as a condition of employment.

In order to implement CCM's vision of a Montessori Public Charter School, we seek to hire Lead and Classroom Teachers with Montessori training and teaching experience. During the hiring process, we will look for candidates who enthusiastically embrace the idea of creating a new Montessori learning environment with a strong bilingual component. All school staff must possess the desire to work in a bilingual setting that embraces cultural and linguistic diversity. We will seek teachers and staff who enjoy working closely with families of students, as CCM anticipates a high level of parent/guardian involvement.

CCM consulted with Janice Bonham West, Principal of Casa Esperanza Montessori, a dual-language Immersion and Spanish enrichment preschool and public charter school in Raleigh, North Carolina. Based on Ms. West's recommendations, CCM will seek some of our native Spanish-speaking recruits from among the faculty members of Visiting International Faculty (VIF). VIF ensures that all of their teachers are "highly qualified" according to rigorous No Child Left Behind standards. CCM will seek members from VIF who have a current VIF Visa from the U.S. State Department and have between 1-3 years experience teaching in American public schools. We will hire only those who are elementary education teachers. CCM will have prospective bilingual teachers' foreign credentials evaluated by a transcript evaluation service to determine whether or not their degree is the equivalent of a U.S. bachelor's degree--a requirement for Maryland state certification and for federal H-1B visa status.

CCM will use a language studies coordinator, qualified Spanish speaking volunteer, or contractor to screen prospective teachers' Spanish speaking skills. The right candidate will be able to read, write, and

speak clearly in English and in Spanish. This plan will ensure that we find the most qualified teachers and therefore provide the highest quality education.

RECRUITMENT STRATEGIES

CCM is encouraged by the interest expressed by teaching professionals in the community who have stated their intention to pursue a position at CCM when the hiring process begins. Job inquiries are coming to us prior to any recruitment effort.

CCM has developed strategies to obtain a staffing team with the desired qualities. CCM will demonstrate a caring and supportive environment for staff by offering opportunities, such as in-service training, staff development, priority enrollment for staff's children and tuition reimbursement as described in the Frederick County Teachers Association (FCTA)/BOE-negotiated agreement, Article XIX which states:

The Board shall reimburse professional personnel holding the Standard Professional Certificate for tuition costs incurred in a program leading to:

- *the Advanced Professional Certificate, or Master's equivalency*
- *a Master's Degree, or*
- *a Board of Education approved Doctorate, or*
- *an additional endorsement to the SPC in a teaching area declared to be one of a critical shortage by the executive director of human resources, or*
- *certification requirements under provisions established under federal law (i.e., No Child Left Behind).*

CCM plans to include founders, community partners, parents/guardians, school support personnel, and students in our recruitment activities (e.g., developing recruitment literature, seeking applicants, and participating in interviews).

CCM will invite prospective teachers to share in our vision and in the exciting opportunity to create a new Montessori-based learning environment. We will produce dynamic recruitment literature and place employment advertisements on the internet, in newspapers, and other publications, as well as at Montessori conferences and colleges and universities, as detailed below.

Internet Recruiting

CCM will recruit teachers and staff through a variety of websites:

1. Carroll Creek Montessori: Public Charter School: www.carrollcreekmontessori.org
2. FCPS: www.fcps.org
3. Association Montessori Internationale: (AMI): www.montessori-ami.org

4. American Montessori Society: (AMS):www.amshq.org
5. North American Montessori Teachers' Association: (NAMTA): www.montessori-namta.org
6. Public Charter Schools Job Board: www.jobs.publiccharters.org
7. Maryland Charter School Network Job Board: www.mdcharternetwork.org
8. Teachers.com: www.teachers-teachers.com
9. National Association for Bilingual Education (NABE) (a national professional organization devoted to representing Bilingual Education professionals) job board: www.nabe.org

Publications Recruiting

CCM will also recruit teachers and staff through a variety of publications:

1. Frederick Child
2. National Educator
3. The Child's Guide
4. The Washington Post
5. The Frederick News-Post
6. Montessori Life

CCM will advertise at Montessori Conferences and colleges and universities that offer Montessori training to attract student teachers who are compatible with and share in our vision and mission to create a peaceful Montessori learning environment.

Montessori Conferences

CCM will recruit teachers and staff through conferences, including:

1. Association Montessori Internationale
2. American Montessori Society
3. North American Montessori Teachers' Association

Local Schools with Montessori Training Programs

CCM will network with local schools to identify potential teachers and staff, including:

1. The Barrie School
2. Loyola University, Towson, MD
3. Trinity University, D.C.
4. AMI local (Ashburn, Rockville)

Schools with Bilingual Populations

In addition to posting open positions on the NABE job board, CCM will recruit bilingual teachers to direct our dual-language classrooms in a variety of ways. We will seek some of our native Spanish-speaking recruits from among the faculty members of VIF, as described in section C.3.4, *Qualifications of School Staff*. CCM will also advertise at schools that have bilingual populations enrolled in education programs, including:

- University of Miami, School of Education. The student population at the University of Miami represents 114 foreign countries. Spanish-speaking Venezuela is second on the list of most represented countries.
- University of Florida, College of Education at Gainesville, School of Teaching and Learning.

PLAN FOR CONDUCTING BACKGROUND CHECKS ON ALL SCHOOL PERSONNEL

CCM will perform a state and local Criminal Background Check prior to hiring all school personnel, as required by FCPS Regulation 300-33.

- All new employees must consent to a criminal background check. This procedure includes submitting a signed disclosure form and fingerprint check form. CCM will forward these forms for review by the State Criminal Justice Information System and the FBI. Fees for processing criminal background checks are set by FCPS Human Resources Division.*
- New employees cannot begin work until both the fingerprinting and disclosure forms are completed. Both procedures will be done in the FCPS Human Resources Division during posted hours. A copy of the results of the background check will be filed in the employee's personnel folder.*
- Before allowing a substitute to work, the person's immediate supervisor must have evidence of a background check, either from the substitute or from the Human Resources Division.*
- Any criminal background check report received with a criminal history will result in a mandatory due process meeting with the person's immediate supervisor and/or a representative of the Human Resources Division. Continuation of the employment or contract relationship will be dependent on the individual circumstances of the criminal behavior as reflected in court and police records and the person's explanation. Employees who have intentionally misrepresented criminal behavior on their employment application(s) will be immediately discharged. CCM's supervisor requests to retain persons in spite of a record of criminal history will be subject to approval or disapproval by the executive director of FCPS Human Resources Division.*

JOB DESCRIPTIONS

a. Principal Educator

As stated in section C.3.4., CCM's Principal Educator will be responsible for creating the proper "climate" of the school, ensuring that the learning community reflects the vision of the founders, parents/guardians, and staff. In addition, the Principal Educator will fulfill the following roles and embrace the following responsibilities:

- Allocates educational funds for the Montessori Public Charter School based on academic needs and goals, budget considerations, and parameters set forth by the Governing Council.
- Collaborates with Lead Teachers to select core instructional materials, prepare and approve the classroom curriculum.
- Ensures that the educational program is delivered according to the charter's mission, goals, performance standards, and learner outcomes.
- Prepares detailed job descriptions for all team members of the school, trains and mentors teachers, works with classroom teachers to determine their continuing educational needs, and ensure a continuous improvement plan for the school.
- Observes and evaluates teachers according to the FCTA-negotiated agreement.
- Plans and conducts staff development, based on the interests and needs of the staff and school community.

In collaboration with the staff, the Principal Educator:

- Performs ongoing student assessments, works with classroom teachers to determine individual needs and progress, reviews academic plans and portfolios, and makes referrals for outside evaluations when necessary.
- Leads IEP meetings and provides educational accommodations when appropriate and necessary.
- Evaluates student applications and welcomes new students throughout the year.

b. Assistant Principal Educator

CCM plans to hire an Assistant Principal Educator in CCM's second or third year of operation. As stated in section C.3.4., the Assistant Principal Educator holds a key leadership role and will collaborate closely with the Principal Educator. In addition, the Assistant Principal Educator will fulfill the following roles and embrace the following responsibilities:

- Functions as the Principal when the Principal is out of the building.

- Functions as the Testing Coordinator and makes sure that staff is trained and prepared to administer required standardized tests.
- Collects and analyzes data with staff in order to make educational decisions for students.
- Observes and evaluates teachers, according to the FCTA-negotiated agreement.
- Works with teachers, parents/guardians, and students to maintain a positive school culture and learning atmosphere.
- Attends administrative meetings.
- Leads IEP meetings when the Principal Educator is unable to attend.
- Develops daily schedule and works with specials teachers (music, art, physical education, foreign language) to design a program to meet the needs of the students.
- Maintains the school building by reporting repair needs to the appropriate contact.

c. Lead Teachers

CCM seeks Lead Teachers who are skilled teaching professionals committed to the Montessori method and devoted to elementary children. Lead teachers are Classroom Teachers who also lead the other Classroom and Assistant Teachers in their grade level. There will be one Lead Teacher per grade-level grouping. The Principal Educator hires, trains, mentors, and consults with the Lead Teachers on a daily basis. Lead Teachers will continually strive to improve their instruction by attending professional development, conferences, virtual training, and peer interactions. In addition, the Lead Teachers will fulfill the following roles and embrace the following responsibilities:

- Collaborate with Specials Teachers to ensure that school or classroom themes are fully integrated (e.g., art, music).
- Guide the students' academic activities in a prepared Montessori environment that challenges each child to reach his/her fullest potential, in accordance with the Montessori philosophy.
- Demonstrate knowledge of each child's work level and ability by maintaining lesson plans, record books, and parent/guardian conference reports.
- Provide opportunities for and guidance in activities that build responsibility, choice, and independence in a natural progression.
- Gather and maintain classroom materials, and involves the students in this responsibility.
- Schedule conferences and make personal contact with parents/guardians as necessary, keeping them informed of progress, concerns, and opportunities.

- Attend meetings, parent/guardian conferences, and continuing education. Such courses may include Montessori training, FCPS workshops, and charter school conferences.
- Plan appropriate field trips to further enhance the educational experience of the students.
- Communicate with other teachers and staff regarding staff development, scheduling, and other issues important to the classroom.
- Communicate with the Principal Educator daily regarding questions and concerns of the team members and students needs.
- Attend leadership meetings and share information with his/her team.
- Mentor new teachers.
- Organize and utilize parent/guardian volunteers for the grade level.
- Collaborate with teachers to develop curriculum and unit plans.

d. Classroom Teachers

Classroom Teachers are full-time instructors in the Montessori classroom. There will be one Classroom Teacher per classroom. Classroom teachers are Montessori trained and hold either an AMI or AMS certification. Preferably, Classroom teachers will preferably also be bilingual in Spanish and English. Classroom teachers will encourage the dual-language program and create an inviting, nurturing, and safe classroom experience for the students. Classroom teachers will continually strive to improve their instruction by attending professional development, conferences, virtual training, and peer interactions. Teachers will also encourage a staff culture of peer collaboration, cooperation, and consensus. In addition, the Classroom Teachers will fulfill the following roles and embrace the following responsibilities:

- Maintain an orderly, safe, organized, and clean classroom environment.
- Prepare daily lessons and materials for student learning.
- Communicate with staff and parents regarding student progress.
- Attend IEP meetings and helps write IEPs for students with academic needs.
- Adhere to the Montessori philosophy and curriculum.
- Attend staff development opportunities.
- Write quarterly student progress reports.
- Attend parent conferences.
- Supervise students within the school (classroom, playground, media center)

e. Assistant Teachers

The Assistant Teachers will support and aid the Classroom Teachers in preparing and maintaining the Montessori environment. There will be one Assistant Teacher per classroom through grade 6. They will ensure that the classroom is clean and orderly and will assist the Classroom Teachers with tasks and responsibilities as directed. Assistant Teachers will guide students in their daily work, introduce new lessons, and ensure that the children select a variety of works each day. Assistant Teachers will also help with the daily responsibilities of the classroom, such as arrival and departure, playground supervision, restroom assistance, meal time assistance, and maintaining classroom records.

Assistant Teachers may also teach a special class, such as art, music, foreign language, etc. Assistant Teachers will play an active role in maintaining the mission and vision of the school and will therefore be expected to attend workshops, continuing education training, and school functions as determined by the Principal Educator. Assistant Teachers will report progress concerns to the Classroom Teacher, who will communicate with the Principal Educator and parents/guardians, as appropriate. Assistant Teachers will be supervised by the Classroom Teacher. In addition, the Assistant Teachers will fulfill the following roles and embrace the following responsibilities:

- Organize classroom materials and prepare materials for lessons, as directed by the Classroom Teacher.
- Supervise students during lunch, recess, arrival, and departure.
- Assist students during work time when the Classroom Teacher is working with other students.
- Maintain a clean and orderly classroom.
- Provide a safe, nurturing, and inviting environment for students.
- Communicate with the Classroom Teacher to ensure the smooth daily operations of the classroom.
- Act as "floaters" moving between classrooms to provide aide to students and Classroom Teachers as needed.

f. Enrichment Members

CCM will select Enrichment Members, as determined by the needs of individual classrooms. These may be full or part-time, and paid or volunteer positions, as determined by the Principal Educator.

Enrichment Members will be persons who demonstrate successful ability to interact with children in a classroom setting. Their tasks may include instruction or classroom support, record keeping, office assistance, or leading a specific class or topic. They will demonstrate an ability to be supportive and nurturing and able to work as a team player. Enrichment Members will hold all information learned about

students as a result of this position in strictest confidence. They will be required to review and sign a confidentiality statement. Enrichment Members will be selected by the Principal Educator and trained by the Principal Educator and/or Lead Teacher.

g. School Secretary

The School Secretary will be the first person to greet visitors to CCM. This person will set a positive, professional tone and offer visitors a favorable first impression of CCM. The secretary will also greet students and assist with late arrivals. The School Secretary must be flexible, detail-oriented, and organized. He or she may receive task assignments from the Principal Educator, or Assistant Principal Educator. These tasks may change as determined by needs and activities at any given time. The School Secretary will be supervised by the Principal Educator.

The School Secretary

- Answers the phones.
- Relays messages.
- Maintains accurate attendance and school records.
- Organizes school records.
- Acts as Administrative Assistant to the Principal Educator.

h. Consultants

CCM will hire consultants as necessary to provide expertise in their area of training, in order to benefit the overall performance of CCM. If appropriate, Lead Teachers and other staff will propose hiring a consultant to the Principal Educator. Next the GC will review and approve the proposed consultant. All contractors will be FCPS BOE-approved vendors. If the contractor is not on the approved vendor list, CCM will apply for vendor approval from FCPS. Contractors will follow the same regulations and policies as staff members of CCM.

i. Volunteers

Parent/guardian and other volunteers in a school setting provide a variety of benefits, including the development of community, the support of the family, and the incorporation of a volunteer's unique strengths, expertise, gifts and talents. CCM will invite volunteers to lead and/or participate in a variety of projects throughout the school year, thereby providing many opportunities to volunteer at the school. CCM will provide an in-service Montessori training day for all parent/guardian volunteers in order to introduce Montessori methods to volunteers and to prepare volunteers to assist in an effective way in the Montessori classroom. All information learned about students through the course of volunteer work will remain strictly

confidential. Volunteers will review and sign a confidentiality statement and will complete a child protective services background clearance. Volunteers will be encouraged to fulfill the following roles and embrace the following responsibilities:

- Assist with a class or in the office.
- Coordinate school-wide or class projects.
- Chaperone field trips.
- Represent CCM at community events.

C.3.4.C. Staffing Plan

CCM will have the following staffing positions, as shown in Figure 2, working together in a collaborative manner:

- Principal Educator
- Assistant Principal Educator (part-time, second or third year)
- Lead Teachers
- Classroom Teachers
- Assistant Teachers
- School Secretary
- School Nurse
- Health Aide
- Counselor
- Special Education Teacher
- Art Teacher (part-time)
- Music Teacher (part-time)
- Media Specialist/Technology Coordinator
- Physical Education Teacher (part-time)
- Custodian

PUPIL:TEACHER RATIO

As detailed in Appendix IX, Projected Staffing Plan, CCM's projected pupil:teacher ratio will be as follows:

2011-2012 Transition Year

The following classrooms will be taught in English with periods of intensive Spanish enrichment. Each classroom of twenty students will have one Classroom Teacher and one Assistant Teacher:

- Two classrooms each of 10 preschoolers and 10 pre-kindergarteners together
- Two classrooms each of 10 kindergarteners and 10 first graders together
- Two classrooms each of 10 second and 10 third graders together

In addition, during CCM's first year, we will provide:

- One classroom offering Spanish-English dual-language instruction for 10 preschoolers and 10 pre-kindergarteners
- One dual-language classroom for 10 kindergarteners and 10 first graders

2012-2013 School Year

In 2012-2013, CCM will shift from the 2-year classroom groupings as discussed above in the 2011 Transition Year, to the traditional Montessori three-year, multi-aged classroom groupings. Each classroom will have no more than thirty students, with one Classroom Teacher and one Assistant Teacher:

- Primary classrooms consist of 10 preschoolers, 10 pre-kindergarteners, and 10 kindergarteners.
- Lower elementary classrooms consist of 10 first graders, 10 second graders, and 10 third graders.
- Upper elementary classrooms consist of 10 fourth graders, 10 fifth graders, and 10 sixth graders.

CCM will offer the following classrooms which will receive instruction in English with periods of intensive Spanish enrichment:

- Two primary classrooms of no more than 30 students each
- Two lower elementary classrooms of no more than 30 students each
- One upper elementary classroom (consisting of fourth grade) with no more than 20 students.

In addition to the classrooms receiving English instruction, CCM will offer two classrooms of Spanish-English dual-language instruction as follows:

- One dual-language primary classroom of no more than 30 students
- One dual-language lower elementary classroom (first and second grade) of no more than 20 students

2013-2014 and Successive Years

In each successive year, CCM will add classrooms to support the next grade level, as students move up, until eighth grade. All classrooms from preschool through sixth grade will consist of no more than 30 students with one Classroom Teacher and one Assistant Teacher. The seventh and eighth grades will each consist of no more than thirty students with one Classroom Teacher. When CCM reaches capacity, we will offer the following:

- **Three primary classrooms**
 - Two taught in English with intensive Spanish enrichment
 - One with Spanish-English dual-language instruction
- **Three lower elementary classrooms**
 - Two taught in English with intensive Spanish enrichment
 - One with Spanish-English dual-language instruction
- **Three upper elementary classrooms**
 - Two taught in English with intensive Spanish enrichment

—One with Spanish-English dual-language instruction

- **One seventh-grade class** of 30 students with intensive Spanish enrichment
- **One eighth-grade class** of 30 students with intensive Spanish enrichment

C.3.4.D. Employment Policies

CCM will follow the employment policies of FCPS, as stated in the FCPS BOE Policy, Section 440.

CCM is part of MMCI. MMCI is an equal opportunity employer and will never discriminate based on race, sex, ethnicity, religion, nor other discriminatory practices. Interviews for the initial positions at CCM described above will be conducted by members of the Interim GC and its Personnel Committee. Salaries for all staff will be consistent with FCPS pay scales. CCM will balance new and experienced teachers, resulting in average FCPS salaries.

The CCM GC will approve all hiring and dismissals, and will submit them for review to the FCPS BOE. The Principal Educator will have the power to remove the employee immediately, if that employee is endangering or threatens to endanger the life of another person. CCM hiring and dismissal will follow FCPS regulations. CCM will warn an employee if his/her job is in jeopardy. He or she will not be dismissed without first being given the opportunity to improve.

The Principal Educator, with input from the members of the Personnel Committee, will evaluate staff. Evaluations will be based upon expected performance, especially in terms of student achievement, cooperation with and support for other staff to perform at their best level, and communication with parents/guardians so as to establish and keep strong home-school ties.

C.3.4.E. Volunteers

As described in Section C.3.4.B., Qualifications of School Staff, CCM will invite volunteers to lead and/or participate in a variety of projects throughout the school year. These projects may include, but are not limited to, assisting with a class or in the office, coordinating school-wide or class projects, chaperoning field trips, and attending community events. In order to introduce Montessori teaching methods to volunteers and to prepare volunteers to assist in an effective way in the Montessori classroom, CCM will provide an in-service Montessori training day for all parent/guardian volunteers. Volunteers will review and sign a confidentiality statement and will complete a child protective services background clearance.

C.3.4.F. Substitute Teachers

CCM will follow FCPS BOE policy, section 312 when using substitute teachers. In addition, Assistant Teachers will apply for approval on the substitute list. If a Classroom Teacher is absent from the classroom, the Assistant Teacher, if approved, will fill the position and receive appropriate compensation.

The CCM Principal Educator will provide for the employment of substitute teachers whenever a regularly attended classroom would otherwise be without a teacher. He or she will only select, employ, and compensate substitute teachers who have been approved in advance by the FCPS Human Resources Division. Unless otherwise directed by the Principal Educator, the maximum compensation available to a substitute teacher shall not exceed an amount equal to the per-hour salary paid to a teacher placed on step 1 of the bachelor's salary scale for ten-month teachers.

C.3.4.G. Additional Contracts

CCM will select all contractors from the list of FCPS BOE-approved vendors. If the contractor is not on the approved vendor list, CCM will apply for vendor approval. Contractors will follow the same regulations and policies as staff members of CCM.

C.3.4.H. FCTA and FASSE-Negotiated Agreement

All CCM teachers and support staff will be employed by FCPS. They will receive a copy of the FCTA- and Frederick Association of School Support Employees (FASSE)-negotiated agreements. CCM administrators and staff will adhere to the negotiated policies. In addition, there will be a staff representative for both the FCTA and FASSE.

C.4 Recruiting and Marketing

CCM will continue to actively recruit and market our school.

Community Outreach

The founding members of CCM began working on the idea of a Charter School in July 2009. Since that time, CCM members had booths at the City of Frederick's In The Street festival, the MOM's Club of Frederick-North Preschool Fair, and the Children's Festival sponsored by Childcare Choices in Baker Park. CCM members advertised to local parenting groups through Yahoo groups, email, and blogs. The Frederick News Post and the Gazette have published several articles about CCM. CCM founding members held a public informational meeting at the Staley Park Fieldhouse in October 2009. CCM members devised informational flyers in both Spanish and English and dispersed them at a variety of locations throughout Frederick City and County. CCM has an operational website, www.carrollcreekmontessori.org. CCM members recently translated the pages of the website into Spanish.

CCM has formed a partnership with Frederick Alliance for Youth. (FAY). The FAY partnership will have a positive impact on the future marketing efforts of CCM. CCM members would like to coordinate with FAY to reach at-risk populations to promote diversity within the school. CCM would like to provide services to

assist the Spanish-speaking population in understanding and applying to the school. This partnership will naturally lead the school to serve as a community resource, because we hope to share a facility and coordinate before- and after-school programs with FAY.

In addition to the above efforts, CCM members will continue to advertise within the FCPS system and local private Montessori preschools. We are creating relationships with FCPS World Language staff to build partnerships within the school community. We plan to eventually have a staff person within CCM to provide support services to our local Spanish-speaking families that are enrolled to help them become educated about the Montessori method and the culture of a small public charter school. CCM also plans to advertise in the *Buena Gente* Magazine to reach the Spanish-speaking population by providing assistance for such families to complete applications for admission to the school. CCM plans to hold parent/guardian information meetings in a facility conducive to reaching Frederick's hard-to-reach Spanish-speaking families. Four of CCM's founding family members are fluent in Spanish, including one native speaker. They will be able to translate and assist parents/guardians in completing application forms for enrollment to the school. Through these efforts, CCM plans to recruit additional native Spanish speakers for GC and Friend of Education positions within the school.

Recruitment of Students

The community has already shown a significant interest in public charter Montessori education, as evidenced by the waiting list of over 800 students to enter MVMPCS for fall 2010. Given the overwhelming interest in Founding Family status at CCM, we anticipate that, as with MVMPCS, we will have many more students apply than we will be able to accommodate.

Regardless, CCM will make attempts to recruit students, from the Frederick County population in general and specifically from at-risk populations, partnering with FAY to target Spanish speakers. We want to ensure that all are aware of this exciting educational opportunity.

CCM's Spanish language program is a priority for us, and we will work to target Spanish-speaking families, which traditionally are a hard-to-reach population. We hope to accomplish this by working with FAY, advertising in a local Spanish publication (*Buena Gente*), and partnering with Spanish-speaking community resources and leaders, such as Centro Hispano, as well as the ESL Program Manager (Teresa Clarke) and ESL Counselor (Stella Natale) at Frederick Community College. We will also have a Spanish-speaking recruiter at events, such as the annual Hispanic Festival, Children's Festival, In the Streets, and other events.

CCM will continue to notify local media (e.g., *Frederick News Post, Gazette*) of our progress, so that they may help us inform the community about our work and upcoming application deadlines.

Diversity

CCM is open to all eligible students, regardless of race, ethnicity, socioeconomic status, gender, or ability. We will aim to enhance our diversity by targeting Spanish-speaking students, who comprise 73% of the non-native English-speaking students in Frederick County. We expect that Spanish-speaking families will be attracted to our dual-language program as a means for their children to learn English as well as develop Spanish reading and writing skills. According to the 2009 *Report of the Task Force on the Preservation of Heritage Language Skills in Maryland*, "it is critical that we provide for the preservation of our heritage languages" (p. 1). CCM's dual-language program is designed specifically with this goal in mind, as well as to teach Spanish to native English speakers. (This is a lovely section, but I think we have had to change our focus as we cannot be a dual immersion school. Even if our Spanish speakers get into CCM, they may not get into a dual language instruction classroom, Look at section B 1. 2 after geographic area for wording.)

CCM's proposed partnership with FAY is an important part of the way we plan to reach at-risk populations. This reflects our vision of our students being involved in the community and the larger world.

C.5 Transportation

Transportation to CCM will be the responsibility of parents/guardians, in accordance with FCPS transportation policy, which states that FCPS does not provide transportation to a school other than a student's community school.

Transportation Plan

Transportation to CCM will be the responsibility of parents/guardians. Therefore, CCM expects to secure a location within the limits of the City of Frederick that is easily accessible to a diverse population of students. Transportation options will be explored in the future in an attempt to accommodate students whose parents/guardians are not able to provide transportation. CCM's developing partnership with FAY will allow us to coordinate transportation services with them. FAY currently owns two buses. They are willing to transport children whose parents/guardians are not able to provide transportation to CCM. CCM will carry an insurance policy, which would hold FCPS harmless in the event of an accident. CCM plans to contract with FCPS or a private bus service for field trips and other school events where mass transportation is necessary.

Transportation Barriers

As stated above, CCM is developing a partnership with FAY, which may include utilizing their transportation services to help remove a potential barrier for equal access. CCM is aware that some students may have an IEP, which requires special transportation services. FCPS policy states that they will provide in-kind transportation services for these students.

C.6 Food Services

Initially, CCM plans to contract with FCPS Food Services Department for school lunches. CCM has a long-term goal of securing a facility that includes a kitchen and cafeteria. At that time CCM will consider submitting an application to the MSDE to become a licensed School Food Authority. In congruence with the Montessori Model, CCM envisions a program in which students are able to participate in growing vegetables to be used in meal preparation. CCM members understand that such a program will require approval from the Frederick County Health Department in addition to the MSDE.

Contract with the District

CCM plans to coordinate with a FCPS facility in close approximation to CCM for the preparation and transportation of meals, as part of a food service contract with FCPS. CCM members understand that hot or cold meals would be the option of the FCPS Food Services Department, as determined by the availability and appropriate facilities that meet the Frederick County Health Department requirements.

National School Lunch Requirements

CCM plans to contract with the FCPS Food Services Department, which will comply with the National School Meals Program, operated by the USDA. CCM will participate in this program and will collect household income information by using the Household Meal Benefit Application, provided by FCPS. When CCM secures a facility with a kitchen and cafeteria on premises, the CCM community will determine if CCM will continue to participate in the National School Meals Program. We will do this by surveying students, parents/guardians, and staff in order to develop the optimal lunch program for our population.

C.7 Student Records

CCM will maintain the confidentiality of student records.

Acquisition and Maintenance of Student Records

CCM will maintain electronic and physical student records in accordance with the state requirements set forth in the Maryland Student Records System Manual 2008, as required by COMAR section 13A.08.02. CCM will ensure that the confidentiality of those records is maintained, as set forth by the Family

Educational Rights and Privacy Act, the Individuals with Disabilities Act, and the No Child Left Behind Act of 2001.

CCM will collect and store at least the minimally prescribed student data, as required by COMAR 13A.08.02.09. Per requirements, CCM will create and maintain records on student enrollment, attendance, and promotion as well as information required to determine state aid eligibility for each student. In accordance with Education Article Section 7-403 and COMAR 10.06.04, CCM will maintain immunization records (DHMH form 896) on site at all times to record compliance with the immunization requirements for enrollment in schools. In addition, CCM will maintain records required by the FCPS per Reg. No. 400-20 and Reg. No. 200-42 (Public Information Act Requests).

CCM will protect the confidentiality of student information in both physical and electronic form. CCM will comply with FCPS security policies and procedures. CCM will secure printed files in locked file drawers in an office. This office will be locked during non-school hours. The Principal Educator will have keys and access to the files and will determine which additional personnel should have access to the files, as necessary to perform their job responsibilities and in accordance with county, state, and federal guidelines.

CCM will maintain electronic files on password-protected computers, with password-protected software. The computers holding student records will not leave the school premises and will be locked in offices during non-school hours. These computers will not be accessible to outside groups that may use the facility. If the school's computers are on a local area network (LAN), then only appropriate personnel will have access to the confidential student files. The Principal Educator will designate appropriate personnel to have access to the electronic files, in accordance with county, state, and federal guidelines. If any of the software utilized to maintain student data is web-based, then the information will be protected with industry-standard encryption (e.g., 128 bit encryption) and again, it will be password protected. Only appropriate CCM personnel, designated by the Principal Educator, will have access to the sensitive information. CCM will develop a comprehensive security plan to implement the data control techniques, as suggested in the Maryland Student Records Manual and as specifically directed by FCPS.

Dissemination of Student Information/Records

CCM will provide information about students to FCPS, as required by COMAR, local statutes, and regulations. CCM will provide that information in the format requested (either electronic or in print) and will transmit the information by secure means.

CCM will abide by FERPA and by FCPS Reg. No. 400-20, the local student records regulation, to make determinations regarding to whom and under what conditions to release student records.

CCM, in compliance with FERPA, will protect the confidentiality of the academic records of its students, and will only release academic records to an eligible student (as defined by FERPA and Reg. No. 400-20), the student's parent, or legal guardian. Release to any other person or agency will require the parent or guardian's prior written consent. CCM will maintain a record for each student, documenting to whom academic records may be released. CCM may release directory information (student's name, address, phone number, dates of attendance) at the discretion of the Principal Educator. Upon written request from the parent or guardian of a student, we will withhold directory information about the student.

If a student wishes to withdraw from CCM, the student's records will be retained, according to the schedule set forth in the Maryland Student Records Manual. FERPA and FCPS Reg. No. 400-20 stipulate that student records may be released to another school system in which the student wishes to enroll without written consent from the parents or guardians.

C.8 Implementation of the Charter

CCM has a proposed schedule to implement our charter. Upon approval, we will finalize the details.

Timetable and Tasks for Implementation of Charter

Upon charter approval, CCM will follow the proposed timeline below to prepare to open the school.

September 2010

- Receive response, if one has not already been given, from FCPS BOE regarding charter application.
- Negotiate any changes to the charter, if necessary, with BOE and sign charter within 30 days of approval.
- Continue reaching out to interested families and community throughout the following year in conjunction with our community partners and through CCM website, email updates to interested parties, and participation in community events.
- Continue researching and preparing grants.
- Continue to search for suitable facility, if one has not already been identified.

October 2010

- Begin active recruitment phase for Principal Educator and teachers.
- Continue reaching out to "harder to reach" communities (e.g., Hillcrest, Waverly).
- Prepare and submit letter of intent to MSDE for the Public Charter School Grant no later than October 4, 2010.
- Continue to search for suitable facility, if one has not already been identified.

November 2010

- Submit proposal for Public Charter School Program (PCSP) Grant to MSDE no later than Nov. 4, 2010.
 - Prepare application packages and student enrollment forms.
 - Prepare parent/guardian information handbook.
 - Hold parent/guardian information meeting targeted to "harder to reach" families in the west side of Frederick.
 - Continue active recruitment phase for Principal Educator and teachers.
 - Continue to search for suitable facility, if one has not already been identified.

December 2010

- Receive first distribution of \$150,000 from MSDE grant.
- Continue active recruitment phase for Principal Educator and teachers.
- Continue to search for suitable facility, if one has not already been identified.

January/February 2011

- Hold public meeting to update families and provide enrollment information.
- Hold open enrollment period.
- Work with community partners to assist Spanish-speaking families fill out enrollment forms.
- Continue to develop community partnerships.
- Continue active recruitment phase for teachers.
- Begin formal hiring process for Principal Educator.
- Finalize facility.

March 2011

- Hold lottery if number of applications exceeds available openings.
- Contact families who achieved admission to CCM.
- Recruit and appoint additional GC members.
- Continue active recruitment phase for teachers.
- Order office materials, furniture, playground, and classroom materials.
- Research and apply for additional grants.

April/May 2011

- Begin obtaining student records.
- Begin formal hiring process for staff.

- Negotiate and sign lease after the second disbursement of \$400,000 from the MSDE grant is received.
- Begin renovations and/or improvements to facility.
- Acquire insurance.
- Begin contracting process with FCPS for special education and meal services (necessary steps/timeframe/deadlines).

June/July 2011

- Schedule all appropriate facility inspections to ensure compliance with local building codes, as well as federal and state health and safety laws and regulations.
- Furnish and decorate classroom, playground, and office spaces.

August 2011

- Hold staff development and team building workshops.
- Hold orientation for parents/guardians, students, and staff.
- Open school to students.

Orientation of Parents, Teachers, and Other Community Members

CCM will send orientation packets to families of enrolled students, as described in Section B.3.1. Packets will include information regarding school policies in procedures in English and Spanish. Prior to the first day of school, group orientation will be held at CCM for students and their families to explain the mission of the school, the Montessori philosophy, expectations for students, parents/guardians, and staff, and answer any remaining questions. CCM will provide in-service Montessori training to introduce Montessori methods to parents, guardians, or community members who volunteer in the classroom. CCM will also hold several parent/guardian education workshops throughout the year to educate them on the Montessori method and to encourage their involvement.

CCM will hold a staff orientation prior to the school year. Staff will participate in team building workshops and staff development both before and during the school year. The GC will also participate in team building workshops and may also participate in trainings related to operating a charter school and the Montessori method as appropriate.

Services Sought from the District

CCM will use special education services from FCPS. CCM also plans to contract with FCPS for food services, as described in section C.6. CCM is grateful for these in-kind services, which FCPS provides.

Waiver Requests

CCM requests three waivers, as shown in Appendix XIX:

1) Waiver of Educ. § 9-102(1-13) 1. In this title "Public Charter School" means a public school that provides a program of elementary or secondary education or both.

CCM is requesting that our charter application be approved for children ages three (preschool) through grade eight. We request that the three- and four-year olds (preschool and pre-kindergarten) be admitted by lottery to the half-day program free of charge and continue through CCM without entering the lottery a second time for kindergarten. It is essential that CCM provide a mixed-age grouping that includes three and four year olds, as is congruent with the fundamentals of the Montessori method. It is also important for children to build on the lessons learned the previous year. The Montessori method encourages older children to assist younger children with learning the materials. This can only take place if children are free to move from the preschool and pre-kindergarten to kindergarten without returning to the lottery to secure a slot.

2) Waiver of Educ. § 9-102(3), which states that a charter school is open to all students on a space-available basis and on a lottery basis if more students apply than can be accommodated to allow students living in the designated catchment area of the school and children of founders to have priority.

CCM will admit on a priority basis children of founders, followed by children of employees, and siblings of admitted students. CCM's next priority will be to admit Spanish-speaking students who qualify for the English Language Learners (ELL) Program to fill up to 50% of the available spaces in the dual-language program. Priority enrollment for Spanish-speaking students is necessary to maximize the effectiveness of the dual-language program and to ensure that our student body reflects the socio-economic diversity of Frederick County. CCM will admit students for the remaining spaces through a random lottery.

3) Waiver of Educ. § 9-109 (A) A county board shall disburse to a public charter school, an amount of county, state, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction.

CCM is requesting per-pupil funding for our four year olds (pre-kindergarteners), commensurate with FCPS Pre-Kindergarten programs. CCM aims to provide a Montessori option as part of the district's preschool program. CCM is confident that the emphasis on early childhood education and early intervention will enable each child to develop essential readiness skills.

C.9 School Management Contracts

CCM does not currently have plans to contract with an educational management organization. Therefore, the remainder of this section does not apply.

Section D. Facilities Plan

In accordance with the Montessori philosophy, the CCM founders feel it is important for children to be able to learn from the natural environment. The ideal location will have some "green" outdoor space where children can play, learn, and explore. We would like to be able to offer extra-curricular activities, such as gardening and outdoor sports. This will help our students develop an appreciation for their environment and learn the importance of physical exercise to maintain a well-balanced lifestyle.

Finding an appropriate facility for elementary education is a challenging task. Not only is it challenging just to identify possible facilities, but the selected one needs to meet a variety of health and safety criteria. Due to the tight timeline surrounding the application process, CCM has created a contingency plan that makes use of a temporary facility for up to four years before a permanent one is selected or constructed. Projected total enrollment at the temporary facility is 250 by year 4 (2014-2015). The permanent facility will be sized to accommodate up to 330 students by year 8 (2018-2019).

One major criterion for the permanent CCM facility is that it will be designed, built, and operated in compliance with recognized state and national guidelines for energy efficiency and resource conservation. This corresponds to a stated facility goal for FCPS (FCPS Master Plan, Sept 2009).

At the time of this writing, we have identified several potential properties in the City of Frederick and surrounding area as our temporary site. With our partnership with FAY, we hope to share a permanent facility on the west end of Frederick, which is within the boundary areas served by Hillcrest and Waverly Elementary Schools.

CCM's goal is to locate in or near the City of Frederick. We have placed particular emphasis on boundary areas where FCPS has projected elementary enrollments to exceed capacity within the next few years. Providing additional educational space in one of those boundary areas may defer or eliminate the need for one or more capital facilities projects—thereby offering substantial savings to FCPS.

We provide further details information about our temporary and permanent facilities plans in Appendix XIV, CCM Square Footage Plan.

D.1 Charter School Facility Not Identified

The facilities committee is working closely with Mr. Tony Checchia, Principal/Associate Broker, Frederick Land Company, located at 53 East Patrick Street Frederick, Maryland 21701 to find an appropriate temporary facility, as well as a suitable location for the permanent facility. FAY has requested 5 acres of Hargett Farm land from the city for our shared permanent facility. CCM seeks appropriate classroom space, in accordance with the Maryland State Department of Education guidelines, as well as several offices, a

large community room, and sufficient indoor and outdoor recreation facilities. A detailed list of areas and rooms that are desired in the temporary and permanent facilities can be found in Appendix XI, CCM Square Footage Plan.

CCM will execute an agreement to lease for a property, after receiving approval of our Charter School Application from the FCPS BOE. CCM will notify FCPS within five days of securing the facility lease. With this notification, CCM will deliver the following:

- Verification that there are no outstanding building code violations for educational occupancy.
- Certificate of occupancy.
- Plans for building security, maintenance and custodial services.
- A plan for accessibility for individuals/children with disabilities, per the Americans with Disabilities Act (ADA).
- The schedule for occupancy.

CCM's criteria for a temporary facility include:

- 1 childcare/extended care room
- 3 pre-school/pre-kindergarten classrooms
- 3 lower elementary classrooms
- 3 upper elementary classrooms
- 2 middle school classrooms
- Office spaces
- Special Ed Resource Room
- Outdoor areas including patio, fenced area, compost area, and garden area
- Appropriate number of restrooms, and custodial areas

CCM consulted a variety of resources to determine numbers and sizes of areas. These include:

- Example Specifications for Lincoln ES, FCPS (6/25/08)
- *Facilities Guidelines for General Classrooms Design* (MSDE, 2005)

CCM will obtain services from a licensed architect to complete final design of a temporary building space in order to ensure compliance with local building codes and ADA. As described in Section E, Business Plan, and Appendix XV, CCM Start-Up Budget, we will use funds from the MSDE Public Charter School Program (PCSP) start-up grant to renovate or retrofit the space, purchase educational materials, furniture, equipment and supplies, as well as recruit staff, pay rent and utilities. CCM anticipates receiving donations

from MVMPCS to offset costs of any of the aforementioned items (i.e., education materials, furniture, equipment, and supplies). We also anticipate other in-kind contributions, as detailed in Section E.2.4.

Location

CCM plans to secure a location in or near the Frederick City limits. The ideal location will be within the boundary areas served by Hillcrest and Waverly Elementary Schools. However, we are also considering other elementary boundary areas, including Yellow Springs, Monocacy, Whittier, North Frederick, Parkway, Oakdale, and Ballenger Creek. Emphasis on these boundary areas is due in large part to the projected enrollment in those areas and likelihood that FCPS schools in those areas will be at or above capacity within the next few years.

The founders of CCM strongly believe that adding another education facility in the high growth area of the county will help offset capital costs for FCPS. Not only will it help to reduce overcrowding at one or more elementary schools, but there could be a reduced need for the use of portable (modular) classrooms. This fact will help FCPS achieve “Evidence of Attainment” in the FCPS Educational Facilities Master Plan, which states:

The number of schools operating within their state-rated capacities will increase annually.... Each level (elementary, middle and high) will operate at 90% of student capacity system wide. [Emphasis added]

As of June 2009,

The school system is at 94% of capacity at the elementary school level. As of Sept. 2008, 11 elementary schools are at or over 100% capacity, 11 more are between 90 and 100% of capacity and 15 are below 90% capacity.

When selecting the location for a permanent CCM facility, the Facilities committee believes that special emphasis should be given to areas served by the following schools, which have future construction or expansion plans:

NE Frederick City Area ES	New School	August-2014	Future Project 675
Urbana ES	Addition/Renovation	August-2017	Future Project 40
W Frederick City area ES	New School	August-2018	Future Project 675
Lake Linganore Area ES	New School	August-2018	Future Project 675
Valley ES	Renovation	August-2018	Future Project 200

CCM's rationale for selecting these schools is that renovations/construction is far enough in the future that changes could be made to project designs reflecting the availability of an additional school with a

capacity of 330 which will attract students from throughout Frederick County. By reducing the size of new construction, design and construction costs for one of the above projects could be substantially reduced or eliminated.

Acquisition Plans

Upon BOE approval of our application, CCM will be applying for MSDE grant funds to lease a temporary space in the Frederick area. The term of the lease is anticipated to be 4 years.

CCM has been working to establish a partnership with Frederick Alliance for Youth (FAY). Tony Checchia, realtor, serves on the Building Committee of FAY and has agreed to assist CCM in finding a temporary facility, pro bono. Once we acquire a facility, our facility committee will work to acquire educational materials, supplies, furniture, and other equipment as well as modify the building to meet all the health and safety laws required to operate a school.

The Facilities Committee will continue to search for a site for CCM. At the time of this writing, several possible locations have been identified, including:

- Bowman's Farm Road, Monocacy Center East, Frederick MD
- 321 Ballenger Center Drive, Frederick MD 21701
- 351 Ballenger Center Drive, Frederick MD 21701

For both the temporary and permanent facility, CCM anticipates furniture and equipment costs of approximately 3.5% of construction cost for comparable elementary schools. We anticipate receiving donations from area public school districts for some of the furnishings needed. Currently, projected construction costs of about \$190 per square foot mean that furniture and equipment costs are projected to be about \$6.75 per square foot.

Lease rates for facilities with adequate areas range from \$8.50 to \$20.00 per square foot. CCM anticipates paying up to \$12,000 on a monthly basis for temporary space, plus utilities of \$600 per month.

As shown in Appendix XIV, CCM Square Footage Plan, we are anticipating a permanent facility of about 52,000 ft². Using current construction pricing, the cost to build this facility would be \$10,580,000. This would not include any expense for acquiring the land.

Based on an application approval by the FCPS BOE by August 1, 2010, the following is a proposed timeline for key facility milestones:

- CCM submits finalized lease agreement package to FCPS BOE
- CCM Facilities Committee obtains draft architectural plans for space modifications for review
- CCM Facilities Committee and architect finalize architectural plans and submit permit requests

- CCM Facilities Committee issues competitive bid documents
- CCM awards bids for space renovations
- CCM obtains remaining \$400,000.00 PCSP Grant money
- Contractors complete renovations
- CCM occupies space

Financing Plans

MMCI will be leasing the facility for CCM. We will be renovating the space to meet the health and safety laws as well as to retrofit for classroom space. We will be applying for the MSDE PSCP start-up grant to renovate our facility to prepare it for opening in the fall of 2011. We are currently trying to locate a site to create a lease. Once our application is approved by FCPS BOE, we will be able to secure a lease. The next step is to apply for the MSDE PCSP start-up grant. We anticipate being awarded the MSDE PCSP grant by the middle of December 2010. We would like to select a space by the time the application is approved, with a contingency that the application be approved. We will use PPA monies to lease a temporary building and have budgeted \$180,000.00 per year for the first four years for this expense. FAY will be financing the proposed permanent building in part with a \$1 million grant. CCM expects to lease its space in the building for \$120,000 per year.

Compliance with Building Codes

Building codes and health and safety concerns are major items in any facility planning process. CCM will comply with all planning and zoning requirements. Generally, the CCM architect will recognize and follow life safety codes for the design and construction of the spaces (in accordance with National Fire Protection Association codes and standards). CCM intends to proactively address health, safety and security concerns, as much as practical, during design. CCM will give particular attention to the following systems:

- Fire alarm system
- Fire sprinkler and suppression systems
- Building access system (security)

In both the temporary and permanent facility, CCM will comply with relevant FCPS facility-related policies or create policies which are largely modeled on school district policies, such as:

- Fire Drills (FCPS Section 410)
- Safety (FCPS 111)
- Pest Control: Integrated Pest Management (IPM) (FCPS 200-3)
- Building Safety and Safety Inspections (FCPS 200-20)

- Safety Program (FCPS 200-25)
- Building Security (FCPS 200-29)
- Bomb Threats (FCPS 400-36)
- Procedures for Welding/Fire Protection (FCPS 400-61)
- Emergency/Crisis Plan Procedures (CCM will develop a plan, if FCPS does not have a model)

A proven method of complying with local fire marshall requirements is to maintain a log book. Activities relating to inspection and minor maintenance of fire alarm system components are listed on weekly and monthly checklists. Components depend on the system but may include:

- Automatic sprinkler systems
- Dry pipe/deluge sprinkler systems
- Sprinkler heads
- Fire pumps
- Emergency generators
- Fire department connections
- Emergency lighting
- Contractor work log

CCM will maintain records of regular fire drills (at least 10 per year) and fire watches in the same log book. We will create and customize building evacuation plans for each occupied area.

In general, it is the responsibility of the building Custodian to perform regular inspections and maintain the fire inspection logbook. CCM may designate another competent facility person to perform these tasks as needed. The Custodian will also supervise and maintain inventory control of material, equipment, and supplies, with support of the School Secretary, as appropriate.

Health and safety concerns become more involved as the age of any existing building increases. In general, buildings that are more than 30 years old need to be assessed for asbestos-containing materials and lead hazards (paint and drinking water). Polychlorinated biphenyls (PCBs) may be a concern in caulks, miscellaneous building materials, and electrical components. Radon needs to be accessed in any facility where lower floors will be occupied. Mold and related microbiological risks may be present in any structure that has substantial water damage and/or extended periods of poorly functioning heating, ventilation and air-conditioning system. Richard Cox, CCM Facilities Committee member, is capable of performing many of these assessments or coordinating the appropriate assessments.

Remediation of any of these health and safety concerns depends on their risk, as well as the degree of remodeling/renovations that needs to occur. In general, since the spaces will be used by young children, removal of the hazards is preferred.

Section E. Business Plan

CCM is committed to providing and maintaining a sound business plan to operate our school.

E.1 Finance

Upon approval from FCPS BOE, CCM will be able to make firm financial commitments for real estate, insurance, banking, and other needs. Following the experience of MVMPCS, we expect to operate at a deficit for the first two years. After that, we expect to be solvent, as described below.

Anticipated Per-Pupil Funds

As a charter school, CCM shall receive “an amount of county, state and federal money for elementary, middle and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction.” The founders of CCM understand that this funding formula, commonly referred to as the per-pupil allocation, varies annually. For budgeting purposes, we have implemented the 2009-2010 per pupil allocation received by MVMPCS, of \$8,465.74 throughout this document and budget. This figure was obtained from the FY 2010 Staff Recommended Charter School Allocation Budget. For subsequent years we planned a 6% increase in the per pupil figure. This percentage was based on the actual increased Per-Pupil Allocation (PPA) that has been budgeted to MVMPCS since inception.

Year	# of Students	Annual Total PPA
2011-12	160	\$846,500.00
2012-13	190	1,166,500.00
2013-14	220	1,522,000.00
2014-15	250	1,915,000.00
2015-16	280	2,351,310.00
2016-17	310	2,832,267.50
2017-18	320	3,122,290.60
2018-19	330	3,436,921.80

CCM 's number of enrolled and funded students will grow each year, 2011 through 2018, as shown in the table below. Therefore, our annual total PPA income will increase, as our school population grows over the first 8 years. For further details, refer to the Projected Enrollment Plan, Appendix VIII, and CCM Multi-Year Budget, Appendix XVII.

The proposed Operating Budget, found in Appendix XVI, assumes that CCM will receive the per-pupil allocation in the same manner as it is currently distributed to MVMPCS, such that the total sum of monies becomes available and is maintained in a sub-account of FCPS. Because per pupil allocations are not available for three- and four-year-old children participating in the proposed CCM pre-school program, the attached Operating Budget does not reflect the receipt of any district revenue to fund this portion of the curriculum. CCM has applied for a waiver of education 9-109 (A) to receive per-pupil-allocation monies for three- and four-year-old preschool students. Therefore, the above figures were determined based on the per-pupil allocation, excluding three- and four-year-old students. If this waiver is granted, the budget will be modified to reflect this change.

Annual Operating Budget for Duration of the Charter Agreement

CCM's annual operating budget will be the fiscal planning document for the school year. The first year's operational budget shows a deficit of \$318,500.00 and the second year a \$164,800.00 deficit, for which CCM will need to acquire a loan, as explained in section E.1.2.1. By year three, CCM will show a surplus of \$52,000 and \$312,400 in year four. At this time, we will be able to begin repaying the loans that we acquire for the first two years of operation.

CCM has budgeted \$180,000.00 for rent during the first year of operation. This figure is based on an estimated \$12.00 per square foot amount, as recommended by our realtor.

Additional Funds

CCM will supplement the PPA with several tactics:

- We will apply to MSDE for a start -up grant-
- We will apply for U.S. Department of Education grants
- We will apply for state and local grants
- We will apply for privately funded grants
- We will organize an annual fund drive for CCM parents, where all of the proceeds will directly benefit our school
- We will perform no-cost fundraising- (e.g., Box Tops for Education, Campbell's Soup Labels)
- We will conduct regular fundraising events- (such as International Night, Spaghetti Dinners, Talent Shows)

CCM will take a similar approach to that of MVMPCS Grant acquisition. Please refer to Section E.1.2.6, Fund Acquisition Success, for a complete list of funds that MVMPCS and MMCI have successfully obtained.

E.1.2.1 Additional Funds Supplementing Per-Pupil Allocation:

The attached Operating Budget reflects that in year 1, CCM intends to apply for the Public Charter School Program (PCSP) Grant available from the MSDE in the amount of \$550,000 to contribute towards the initial start-up costs. Two of our founding members attended a workshop provided by the MSDE on how to complete this application and received helpful tips. Additional information regarding this grant may be found in Section E.1.2.3, Federal Funding Opportunities. A detailed Start-Up Budget is found in Appendix XV. In addition to this initial grant and the receipt of annual per-pupil allocations, the attached Operating Budget reflects the following additional funds:

1. Financial pledges from CCM Founding Members for year one, \$12,000.00.

100% of the founding families pledged an amount to achieve this figure. We anticipate raising a similar amount each year. However, as required, we have not budgeted for these funds.

2. Revenue to support before- and after-school care for CCM students, \$20,000.00.

We utilized a 35% participation rate, based on averages from local private Montessori schools in order to estimate revenue derived from the K-8 after-school program.

3. Extended preschool care, \$60,000.00.

The CCM preschool program hours for three- and four-year olds will be 8:30a.m. to 11:00a.m. CCM intends to offer extended care from 11:00a.m. to 3:00 p.m. The cost for this extended care program will be approximately \$250.00 per month for five days of care and approximately \$150.00 per month for three days of care, for a total income of \$60,000.00. Given the cost of the preschool extended care program, CCM estimates participation at 50%.

4. Loans, \$250,000.00.

As described above in Section E.1.1, CCM plans to acquire a loan. We realize that a loan is not a source of revenue, but we will need to offset deficits from the first two years. We will begin repaying the loan in year three. CCM has initiated contact with several commercial lenders to fund either CCM start-up or yearly operating expenses. These include the following local lenders: BlueRidge Bank, Columbia Bank, PNC Bank, Woodsboro Bank, and Middletown Valley Bank. Once the Charter Application has been approved and CCM has been awarded the PCSP Grant available from the MSDE, CCM will be in a position to apply for financing from one or more of these local lenders. Based upon the previous experience of MVMPCS and the projected Operating Budget, CCM anticipates initially seeking a loan in the amount of \$250,000.00 to cover start-up costs and operational expenses for year one. CCM also intend to establish a line of credit to cover incidences in which funds for per pupil allocation are not received when expected.

5. Grant Funds, \$15,000.00.

We expect to receive at least \$15,000.00 in grant monies, based on the success of MVMPCS as described in section E.1.2.6.

Although CCM expects to receive significant additional revenue, on an annual basis, through the Planned Fundraising Efforts described in Section E.1.3 below, these funds have not been included in the attached Operating Budget. They have not yet been received and thus are considered too speculative.

Another way that CCM will supplement the per-pupil allocation is through grant acquisition, as discussed in Section E.1.2.2, Federal Funding and Grant Acquisition Strategy. CCM will use the expertise of

founders, Kevin Frank, who has experience in grant writing, and Stefanie Cox, who has experience in federal government proposal writing. CCM will also have representation on the MMCI Grant Writing Committee. By participating on the Grant Writing Committee, CCM will be knowledgeable of the grant acquisition best practices and lessons learned that MMCI and MVMPCS have identified. See Section E.1.2.2, Federal Funding and Grant Acquisition Strategy, below for more details regarding CCM's Grant Acquisition Strategy.

For a complete list of grants that MMCI and MVMPCS have had success in obtaining over the past 2 years, please refer to Section E.1.2.6, Fund Acquisition Success.

E.1.2.2 Federal Funding and Grant Acquisition Strategy

CCM will apply for the federal funds that are available through the stimulus bill, to supplement the per-pupil allocation. CCM's fund portfolio will strategically consist of federal funds that can be used in the short-term and long-term, as well as, those that are recurring funds. In addition to ensuring that we have a diversified portfolio, we will also look to obtain funds to support our various aspects of our school. We will pursue funds that will directly help the cost of our facility, professional development and training for our staff, the quality of education for our students, and the nutrition of the students.

Because some federal funding programs may require a lot of reporting and administrative tasks, members of CCM will be a part of the MMCI Grant Writing Committee. MVMPCS, our sister school, will also provide members on this committee. The Grant Writing Committee will then report their funding findings to CCM. The Grant Writing Committee will be responsible for maintaining CCM's grant and federal funding acquisition. The Grant Writing committee will be responsible for, but not limited to the following:

- Determining which funds are a good match for CCM
- Assessing eligibility requirements
- Developing financial strategies for obtaining the funds
- Ensuring that CCM has a diversified fund portfolio
- Maintaining a relationship with staff at the MSDE
- Submitting applications for the funds
- Tracking new funding opportunities, as they become available
- Responding to grant opportunities promptly
- Reporting findings and fund status to the GC to review potential funding opportunities

In looking for federal funding opportunities, CCM will focus on scalability. In doing so, CCM will look to establish partnerships with our sister school, MVMPCS, and MMCI when applying for federal funding

opportunities. In doing so, CCM will increase our success rate in obtaining the fund, because the fund will benefit more students in various grades over time, as well as provide additional labor to complete and submit the fund application. Throughout our funding acquisition, we will continue to focus on CCM's mission and vision, and align funding opportunities to meet these needs. We will continue to assess the funds to ensure that the benefits of participating in the federal funding programs continue to outweigh the associated costs of obtaining the funds. CCM will identify someone from the Grant Writing committee to join statewide and local charter school associations, so that we will be able to collect valuable funding information for our school. CCM will also be attending the School Design and Development Program offered by the Maryland Charter School Network (MCSN). This program will help CCM apply for the \$550,000 MSDE Charter School Grant Program, as mentioned above. A member from The Grant Writing Committee will also attend any other webinars or programs offered by the MCSN, as they become available, to assist us in grant and federal fund acquisition.

In order to stay abreast on federal funding announcements, the Grant Writing Committee will:

- Monitor Funding “outlooks” published on federal agency websites.
- Be familiar with Grants.gov, which enables grant seekers to find and apply for competitive grant opportunities from all federal grant-making agencies electronically.
- Be familiar with Federal Register, which is a resource which will help CCM learn about fast-moving funding opportunities
- Be familiar with The Foundation Center, which tracks both public and private funding opportunities from a large number of locations/sources of funding.
- Continually research the staff contacts and funding programs of the MSDE
- Develop relationships with the MSDE staff to stay informed of grants and funds that are available through the state of Maryland
- Continually check the National Resource Center on Charter School Finance and Governance for federal funding opportunities for Charter Schools.
- Monitor Education Week for upcoming grant opportunities

E.1.2.3 Federal Funding Opportunities

The following grants, from the Federal Funding Catalog, produced by the National Resource Center on Charter School Finance and Governance, were available to charter schools in 2010. Upon approval of our application, CCM anticipates obtaining similar funds that will become available in 2011. The Grant Writing Committee will keep abreast of the federal funds opportunities as they become available. In keeping

CCM's mission and vision in mind, we have down-selected 13 of the 100+ federal funds available for charter schools as listed below. CCM's Executive Committee will prioritize these funds, to determine which funds we will focus our resources on first, taking into consideration our possibility of success in obtaining the fund.

Initially, the founders will lead the grant and federal fund acquisition effort. However, once the CCM identifies those members to represent CCM on the Grant Writing Committee, they will continue to examine the school's programmatic needs and determine the type of funding throughout CCM's existence.

- **Public Charter Schools Program CFDA Number: 84.282:** These competitive funds are available through the Federal Charter School Grant Program as a subgrant from our State educational Agency (SEA), the MSDE. Once CCM is approved by the FCPS BOE, we will apply for this grant to assist in start-up costs.
- **Funds will be used to finance the following types of services:** Grant funds that are available for the Pre-Planning, Planning and Design and Implementation phases of CCM's operation. Through the help of this grant, we will be able to receive up to 3 years of assistance.
- **Credit Enhancement for Charter School Facilities:** In support of CCM obtaining this fund, MMCI, our umbrella non-profit organization, will submit this application on our behalf. MMCI will also partner with a community development financial institution or bond bank.
- **Funds will be used to finance the following types of services:** Guarantee and insure debt to finance charter school facilities; guarantee and insure leases for personal and real property; facilitate a charter school's facilities financing by identifying potential lending sources and encouraging private lending; and establish charter school facility "incubator" housing that new charter schools may use until they can acquire a facility on their own.
- **Early Childhood Educator Professional Development Program:** Eligibility of this fund will be dependent on the composition of CCM after the lottery is held in February 2011. In support of CCM obtaining this fund, MMCI, our umbrella non-profit organization, will be submitting this application for us on our behalf.
- **Funds will be used to finance the following types of services:** Funds may be used for professional development projects that utilize evidence-based practice focused on early reading and cognitive development.
- **Teacher Incentive Fund:** In support of CCM obtaining this fund, MMCI, our umbrella non-profit organization, will be submitting this application for us on our behalf.

- **Funds will be used to finance the following types of services:** Charter schools may use the funds to develop and utilize a performance based teacher and principal compensation system.
- **Foreign Language Assistance Program (LEAs):** Once our charter application is approved by the FCPS BOE, we hope to partner with FCPS to apply for this fund.
- **Funds will be used to finance the following types of services:** This program provides grants to establish, improve and/or expand foreign language programs to elementary and secondary school students. Funds under this program may be used for projects that support foreign-language instruction that are innovative, show promise of sustainability, and demonstrate approaches that can be disseminated and duplicated.
- **Early Reading First:** CCM will consider how the Early Reading First fund aligns with the Montessori curriculum, to determine if the Montessori curriculum will fit the fund's criteria. If another reading program is used, we will determine how this program correlates with the Montessori curriculum. In support of CCM obtaining this fund, MMCI, our umbrella non-profit organization, will be submitting this application for us on our behalf.
- **Funds will be used to finance the following types of services:** Program funds support projects designed to help early childhood centers improve their programs, by creating centers of excellence that provide preschool-age children with language and cognitive skills, and an early reading foundation. Funds must be used to: enhance children's language, cognitive, and early reading skills through professional development for teachers; provide early language and reading development and instructional materials as developed from scientifically based reading research; provide preschool-age children with cognitive learning opportunities in high-quality language and literature-rich environments; use screening assessments to effectively identify preschool children who may be at risk for reading failure; and improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development).
- **English Language Acquisition State Grants:** Upon approval of our charter application by the FCPS BOE, we hope to partner with FCPS in order to apply for this fund.
- **Funds will be used to finance the following types of services:** Funds may be used to develop language instruction educational programs and to expand or enhance existing programs. Funds can be used to implement schoolwide programs or statewide programs.

- **Javits Gifted and Talented Students Education Grant Program:** CCM will apply directly to access these funds.
- **Funds will be used to finance the following types of services:** Funds may be used for: 1) The professional development of personnel involved in the education of gifted and talented students, including training in equitable teaching methods; 2) the establishment or identification of exemplary programs serving gifted and talented students, including those for identifying and educating students who might not be served by a traditional program; 3) implementing innovative learning strategies; 4) encouraging the adaptation of model gifted and talented programs for use by all students; 5) strengthening the capability of State educational agencies to provide leadership and assistance to local entities in the planning, operation, and improvement of programs; and (6) research, technical assistance, and information dissemination.
- **Improving Literacy Through School Libraries:** Upon approval of our charter application, we plan to partner with FCPS in order to apply for this fund.
- **Funds will be used to finance the following types of services:** Local Educational Agencies (LEA) receiving a grant may use program funds to: acquire school library media resources; acquire and use technology that can help to develop the information retrieval and critical thinking skills of students; facilitate Internet links and other resource-sharing networks; provide professional development and collaborative activities for school library media specialists; and provide students with access to school libraries during non-school hours.
- **National School Lunch Program:** CCM will apply directly to the State Educational Agency to obtain this fund.
- **Funds will be used to finance the following types of services:** Charter schools may use the funds to provide eligible children with nutritious meals while at school.
- **Food Donation:** MMCI, our umbrella non-profit organization, will be submitting this application for us on our behalf. Because this fund is a direct payment fund, if we meet the eligibility requirements, we are guaranteed this fund.
- **Funds will be used to finance the following types of services:** Charter schools may use donated food in school meal programs and child care programs
- **Child and Adult Care Food Program:** In support of CCM obtaining this fund, MMCI, our umbrella non-profit organization, will be submitting this application for us on our behalf. Because this fund is an entitlement fund, we anticipate obtaining this fund, because we meet the eligibility requirements.

- **Funds will be used to finance the following types of services:** Charter schools can use the funds to provide meals and snacks to low income children in after-school programs they provide.

E.1.2.4 State and Local Grant Opportunities

The Grant Writing Committee will be responsible for staying abreast of grant opportunities within Frederick County, as well as, state-wide initiatives. Below is a list of state and local grant opportunities that CCM will be pursuing upon application approval.

- **Grow Up Great Program** - this program is offered by the PNC Foundation to enhance educational opportunities for children, particularly underserved pre-school children. CCM anticipates securing \$10,000 from the PNC Foundation's Grow Up Great Program.
- **The Community Foundation of Frederick County** - The Community Foundation of Frederick County recently awarded more than \$221,000 in grants in 2010 to area non-profit organizations dedicated to improving lives and enhancing the Frederick County community. Consideration for funding includes capital purchases, new programs, one-time equipment purchases, music programs, children with catastrophic circumstances, health and wellness programs, scholarships for children attending camps, and youth programs. At a minimum, CCM anticipates securing \$5,000 from The Community Foundation of Frederick County.
- **The Ausherman Family Foundation** - The purpose of this grant is to help fund supporting and building the capacity of programs for children and young adults, cultural activities and experiences, safe and aesthetically pleasing environments, as well as, support the under-served population. At a minimum, CCM anticipates securing \$5,000 from The Ausherman Family Foundation.
- **The Charter School Growth Fund** - The mission of the Charter School Growth Fund is to make value-added grants and loans for the development and expansion of high quality charter management and support organizations. Each year, the Charter School Growth Fund invests in a manageable number of new charter school operators and plays an active, hands-on role in accelerating the development of their networks. CCM anticipates securing \$10,000 of the \$100 million available through the Charter School Growth Fund.

E.1.2.5 Private Funding Opportunities

The Grant Writing Committee will be responsible for monitoring the MSDE website for Private Funding Opportunities on a regular basis. The following private funding opportunities, currently available through the MSDE, fit within CCM's mission and vision. CCM will apply for the programs once our application is approved.

- **Best Buy te@ch Program** - will award \$2,500 to \$1,200 schools across the U.S. that make learning fun by creatively integrating technology into school curriculum. Applications for this program are accepted through October 1st, allowing CCM the opportunity to apply for this program immediately upon FCPS BOE approval.
- **Beaumont Foundation of America** - every year the Beaumont Foundation of America grants state-of-the-art, wireless laptop computers and technology equipment to schools and community groups serving low-income populations and individuals. CCM plans to apply for this grant, as soon as, our lottery is completed in March 2011.
- **Green School Project** for over \$50,000 in grants to participants. This project is a continuous effort with no deadlines, allowing CCM the opportunity to apply for this program immediately upon FCPS BOE approval.
- **The Bill James Environmental Grants** - As part of its Keep Maryland Beautiful activities, funded by the State Highway Administration, the Maryland Environmental Trust is accepting applications for the Bill James Environmental Grants. CCM has the potential of being awarded up to \$1,000 for proposed environmental education projects. This grant is awarded every year and the deadline for applications is March 31st (every year). This will allow CCM the opportunity to apply for this program immediately upon FCPS BOE approval.
- **National Gardening Association Grant Programs** - The National Gardening Association, makes these grants to cultivate kids' interest in living things, inspire learning about life science, build youngsters' confidence as investigators and problem-solvers, promote teamwork and collaborative learning experiences, and enrich environmental awareness and responsibility. Because CCM plans to have a school garden for the students to maintain, we will be applying for the following grants that are available yearly:
 - *Healthy Sprouts Award* to honor schools and community organizations that use gardens to teach about nutrition and explore the issue of hunger in America. CCM will have the potential of receiving an award package of seeds, tools, garden products and educational resources for growing a vegetable garden. In addition, CCM can apply for \$700 in cash and gift cards.
 - *Youth Garden Grants* to help schools and community organizations with child-centered outdoor garden programs. CCM will apply for seeds, tools, garden products and educational resources donated by lawn and garden companies.

- *Kids Growing with Dutch Bulbs* provides a package of 200 flowering bulbs to support the school garden.
- **State Farm Companies Foundation** - this foundation supports efforts to assure that all children have access to a good education. Proposals are accepted year-round, allowing CCM the opportunity to apply for this program immediately upon FCPS BOE approval.

E.1.2.6 Fund Acquisition Success

Monocacy Montessori Communities Inc. (MMCI), our umbrella organization, and MVMPCS, our sister school, have had success in obtaining the following grants in 2010:

- MMCI has received grants from the Delaplaine Foundation for several years
- MVMPCS, our sister school, has had success in obtaining the following grants to support their school:
 - Implementation Grant from the MSDE's federal charter school grant
- Title II Title IV staff development grant – up to \$8 per pupil (MVMPCS received \$2450)
- FCPS staff development grant – up to \$7 per pupil (MVMPCS received \$1890)
- Frederick County Public School Extended Learning Opportunities (ELO) grant \$2,276.09
- American Recovery and Reinvestment Act (ARRA) funds directed at Special Education \$8,000 (This was the first year this grant was available and it may or may not exist next year, depending on Federal government decisions)

CCM anticipates applying for and obtaining similar, if not, the same grants that both MMCI and MVMPCS have had success in obtaining.

Planned Fundraising Efforts

CCM will employ the following "No Cost" fundraising strategies, immediately upon approval of the Charter application.

- Campbell's Labels for Education
- Box Tops for Education
- Giant Food A+ Bonus Bucks
- Giant Eagle Apples Students
- Food Lion Shop and Share Program
- Target's Take Charge of Education Program
- Tyson's A+ for Education

- Amazon.com Affiliate Program
- Greenraising Fundraising Program
- Staples Recycle for Education
- Cell phone recycling programs

Additionally, upon approval of our charter application, the founders of CCM intend to organize and request community donations in connection with several high-profile, community fundraising events. CCM anticipates conducting several events, and we have brainstormed a host of possible ideas. MVMPCS currently receives approximately \$43,000 annually from donations, a pledge drive, auctions, and fundraisers. CCM expects to obtain a similar amount.

CCM will hold an annual pledge drive during each school year to procure donations from individuals, corporations, and community organizations. CCM will apply to PayPal to enable individuals to donate through our website. CCM anticipates that the annual fund will generate at least \$10,000 each year, based on historic figures from MVMPCS's annual fund drive. This figure has not been included in the multi-year budget, due to the guideline which states that charter schools are not to include monetary amounts that are not guaranteed in the preliminary budget projections.

Two CCM founders recently attended the MCSN Annual Conference. One of the sessions they attended was titled "Beyond the Bakesale: 10 Ways Boards Can Effectively Engage In Fundraising" by Non-Profit Consultants, Jennifer Pelton and Molly Corbett. This session expanded our fundraising knowledge and provided helpful advice about fundraising and grant resources, such as:

- The Foundation Center - www.fdncenter.org
- Eschool News - www.eschoolnews.com
- Grants Alert - www.grantsalert.com
- SchoolGrants - <http://k12grants.org>
- Donors Choose - www.donorschoose.org
- Firstgiving - www.firstgiving.com

CCM plans to hold fundraising events throughout the year prior to the opening of the school, and each year of operation thereafter. The events will be designed to allow the participation of families and the community, regardless of income or the availability of disposable income. These events will include talent shows, fashion shows, walkathons, and international nights. CCM plans to form partnerships with theatres, bands, and other performing arts organizations to hold benefit performances to support the school. CCM will also consider hosting restaurant fundraisers and participation in community events in the city and

county of Frederick. In order to make all of the fund-raising events profitable and successful, CCM will maintain an up-to-date website, available in both English and Spanish. CCM will solicit support via mailings, email, postings on local community websites, and distributing information to the community in the form of posters, flyers and other publications. For larger events, CCM plans to contact Comcast Local Events for publicity via the cable television networks.

E.2 Financial Management and Accounting

CCM will allocate educational funds to the appropriate department based on the academic needs, consistent with the mission and vision of the school, FCPS policies, and the parameters set by the GC.

E.2.1 Financial Responsibility

The Principal Educator will assume primary responsibility for the daily operations and accountability of CCM. The Principal Educator will work closely with the Chair of the GC in relation to the budget and other business related matters, to ensure that CCM's mission and vision are being attained.

The Chair of the GC will be well versed in fiscal and business management. The finance committee, Principal Educator, and Chair of the GC will work collaboratively on the budget and financial decisions effecting the school. These parties in conjunction with the MMCI BOT will cooperatively reevaluate the need for a part-time or full-time Business Administrator.

E.2.2 Financial Management Policies

CCM will fully utilize FCPS Financial Management/Accounting Procedures, and will maintain its financial records in accordance with generally accepted accounting principles (GAAP, as defined by the American Institute of Certified Public Accountants). CCM will make all financial records available to FCPS personnel within 48 hours of a request for auditing purposes. CCM and MVMPCS will share the cost of the annual MMCI audit.

E.2.3 Budget Worksheets

E.2.3.A Start-up Budget

CCM's pre-operational budget will start with a grant from MSDE for \$550,000. Upon approval from FCPS BOE, we will prepare and submit our application for these funds. We anticipate renovation costs at \$180,000. The pre-operational budget shows that we will have a surplus of \$108,000.00. However, because CCM has not finalized a location for the school, additional expenses may be necessary for building improvements or construction. The CCM Start-Up Budget is located in Appendix XV.

E.2.3.B Multi-Year Budget

The multi-year budget has been projected for four years in conjunction with the anticipated length of the initial charter agreement. By year four, CCM will have 250 students and will have approximately \$1,915,000.00 in PPA funds. At that time, CCM expects to show a surplus cash flow and progress in repaying the loans acquired for the first two years of operation. The Multi-Year Budget is located in Appendix XVII.

E.2.3.C Cash-Flow Projections

During the first two years of operation, CCM will run a cash deficit, which will be supplemented by our line of credit. However, by the third year of operation, CCM expects to have a cash surplus.

We will create a cash-flow management plan and review it on a monthly basis. The Chair of the GC will work closely with the Principal Educator to determine the availability of funds for purchase requests and prior cash outlays. The Cash-Flow Budget is located in Appendix XVIII.

CCM will provide a written annual report to the FCPS BOE, including fiscal accountability.

E.2.4 In-Kind Donations

MVMPCS has agreed to provide in-kind donations of used Montessori materials for CCM. CCM has founders with expertise in carpentry who have offered to construct classroom furniture. We also have founders who own and operate a furniture and floor covering store. They will donate office/lounge furnishings and floor covering for our facility. CCM will also implement a supply drive from families of children who gain enrollment to the school. CCM will continue to solicit additional in-kind donations of goods and services prior to opening in fiscal year 2011-2012.

E.3 Civil Liability and Insurance

CCM is committed to the physical and fiscal security of our students.

Insurance

CCM will seek the following types of insurance and levels of coverage, as appropriate:

- Commercial General Liability: a minimum combined single limit of \$1,000,000 each occurrence.
- Business Automobile Liability: a minimum combined single limit for bodily injury and property damage of \$1,000,000 each occurrence in a vehicle assigned to or used in performance of services offered by the school.
- Professional Liability (Errors & Omissions): a minimum limit of \$3,000,000 per claim/annual aggregate.

- Umbrella Excess Liability: minimum limits of 2,000,000 per occurrence and include all of the coverage required on the Commercial General Liability, Business Automobile Liability and Professional Liability.
- Worker's Compensation: minimum limits of \$100,000 per each accident and employee and 500,000 policy limit for bodily injury by disease.
- Property Insurance (for the leased facility): We will attain appropriate level of property insurance to insure, on a replacement cost basis, loss or damage to personal property, fixtures and equipment located in or on the premises of CCM. FCPS BOE will be listed as the payee on the insurance and will be able to file a claim for any loss of property purchased with state or federal funds.
- Crime Insurance: minimum limits of \$500,000 for each loss due to employee dishonesty, \$100,000 for each loss due to forgery or alteration, theft, disappearance or destruction (money and securities).
- Catastrophic Student Accident Insurance: minimum limits of 1,000,000 for accident medical expense, 250,000 catastrophic cash, 25,000 accidental death and dismemberment and a maximum deductible of \$25,000. This insurance will cover all enrolled students who participate in intramural or interscholastic sports, gym classes, and non-sport extracurricular activities.

CCM will contact an independent insurance broker, duly licensed in the State of Maryland, in order to determine appropriate policies of insurance for the operation of the school. Based upon his/her advice, CCM intends to procure and maintain insurance policies in full force and effect at all times, as required by FCPS. These insurance limits and coverage will be substantially similar or identical to those currently maintained by MVMPCS.

Insurance Documents

CCM will maintain adequate and current insurance policies throughout operation of the school. CCM will provide copies of policies and Certificates of Insurance to the FCPS BOE prior to opening.

Management Firms (if applicable)

CCM does not currently plan to work with a Management Firm.

E.4 Audit

CCM is committed to accountability and transparency.

Utilization of FCPS Financial Management/Accounting/Procurement Procedures

Financial Audits by FCPS

CCM will be evaluated annually based on student achievement, fiscal management, and other criteria pursuant to its approved application and the terms and conditions of its charter as specified in the charter agreement.

CCM will present an annual results report to FCPS BOE, including student achievement and fiscal accountability, as described in the approved charter agreement. The FCPS BOE will require financial, programmatic, and/or compliance audits consistent with federal, state, and local law, procedures, and policies.

CCM's Operating Budget includes a yearly expense to share the cost of the annual audit for MMCI. The school's accounts, including PPA, will be included in the annual FCPS audit that is completed for the state.

