

Monocacy Montessori Communities, Incorporated (MMCI) Board of Trustees (BOT)

Wednesday, September 27, 2017 @ 7:00 p.m.

Location: CCMPCS, 7215 Corporate Drive, Frederick

1. **Call to Order/Welcome** *MMCI BOT President Amy Duvall* **7:07 p.m.**
2. **Community Comments** *NONE*

3. **Consent Agenda Items** **7:07-7:10**

- a) August 2017 meeting minutes *E-vote passed on August 29, 2017*
- b) MVMPCS Charter Renewal approval *E-vote passed on August 29, 2017*
- c) MVMPCS FY2018 Budget *E-vote passed on August 29, 2017*
- d) Amendments to Lottery Policy (sibling priority & paperwork deadlines)
E-vote passed on Sept 18, 2017
- e) Balance Sheet, Bank Recs, Finance Report *Kevin Wilfong*

4. **Reports** **7:10-7:20**

CCMPCS VP Report (*Liz Seal*) *No written report sent. PARCC scores are down from year prior, working with leadership team to figure out the best way to present the data to the community. The principal is working with the school leadership team (Continual Improvement Team) to figure out what is needed in the classroom to ensure scores improve in the future. Focus is to work on what students are lacking, hope to provide one-on-one time to review items, as well as computer time to allow students to practice computer skills.*

MVMPCS VP Report (*Kathleen Lutrell*) *No written report sent. Most of VP's time during the last month has been focused on MVMPCS building search. Received written loan pre-approval document, specifying terms. Received approval for \$5.1 million to borrow, and this was based on a very conservative estimate. Building Search Committee went on property tour Monday to see what is available. Looked at Prospect Hall on Butterfly Lane, and decided it did not fit our purposes. Looked at Banner School off Market Street; awaiting estimate on how much it would cost to renovate; current asking price is \$4 million for buildings. Property off Rosemont has been sold. Lot on Poole Jones Road has potential – asked real estate agent to work up cost of construction estimate so we have an idea of whether it is feasible. No other lots with potential near City of Frederick right now.*

5. **Updates** **7:20-8:25 p.m.**

CCM GC Chair/Principal update

GC Chair Amanda Erard: *GC has filled one of two empty Friend of Education positions with Daisy Lopez Duke, a former staff member at CCM. Also filled Community Outreach and Programs position (Carrie Jean). We have strong candidates for other openings. Beginning work on annual report, which is due in February; asking GC committees to provide bullet point highlights to include. Working on general SOPs for each committee. Spiritwear fundraiser currently under way. Approved fundraising calendar through December.*

Principal Marilyn Horan: *Regarding PARCC scores -- statistically in language arts, we are only 3 points from our goal, and it is a five-year goal. We want to continue to go up, but we are only slightly off for our benchmarks. Showed positive gains with achievement gap students. Upper elementary and Lower elementary students are focusing on keyboarding skills in computer lab regularly. Students working on typing.com for keyboarding skills and Khan Academy for math skills. Now calling "field trips" "field studies" instead. Middle school took a field study to Chesapeake Bay area recently. Every teacher at CCM will soon be in training or have already earned Montessori certification. FCC observers will be visiting classrooms soon. Held International Day of Peace this month. Currently at full enrollment. On October 10, state Montessori association meeting at Loyola. Speaker coming the next day to CCM for AMS Accreditation visit. Library opened yesterday, using old-fashioned card system to track borrowing. During the first week of school CCM's Spanish teacher resigned; assistant teacher has degree in Spanish literature and culture, and is subbing in that position currently.*

MVM Principal update

Principal Nancy Radkiewicz: Hit full enrollment this week. Largest 7th grade MVM has ever had, with 30 students. Purchasing new phones for entire school from FCPS, they will install and maintain. 8th graders (24 students) are running fall fundraiser selling fall flowers and pumpkins to earn money for trip. Considering going to handwritten cards for library, as CCM has done. Three teachers are interested in training at Barrie School. Starting Global Scholar testing next week. Many field trips planned – to Great Frederick Fair, ESSL, Weinberg Center. AC is not working again, building owner has been informed. Submitted Title 2 funds for staff training. Purchased \$10,000 worth of books going home with Lower EI students to improve reading scores. Montessori Parent Trainings are being offered.

BOT Committee Updates

Lottery Committee (Ashley Lynn): Began automating the wait list process. Students who are added to waiting list after the lottery has been held will be added to the bottom of the waiting list automatically and have a real-time number to consider for their wait list number. Question to BOT about policy for adding students who have sibling priority or staff priority who get added to waiting list after the lottery – do they jump to priority status instead of going to the bottom of the wait list? Answer: Yes.

Grants Committee (Jeff Koehler): No updates.

Programs Committee (Analiene Kennedy): Current issues identified as: Donor fatigue among parents. Inconsistency in types of fundraisers, which makes us look and feel disconnected as a community. Missing opportunities for outside donors. Approval process is cumbersome. Best practices – requiring proposal form to be submitted to the GC. Requiring a fundraising calendar per school year to be developed and submitted to GCs. Ensure committee charters are put together for each school to establish written goals and guidelines. BOT Fundraising Committee should provide overarching guidelines for each school to operate under, maintain a master list of fundraisers that have been completed with profit margins and measures of success. Have a number of parents interested in joining this committee. Will continue to update BOT on progress.

PPA Formula Funding Committee (Jonathan Phillips): Strategically looking into PPA funding formula. Kirwan Commission is a state commission trying to figure out how to make MD schools better, using a guiding document “9 Building Blocks for a World Class Educational System.” Question to the BOT: Will the board take a stance on advocacy? Classical Charter is participating in Kirwan Commission. President Amy Duvall – initial recommendation is to continue to look into codifying funding formula, but other items may not align with our goals. Jonathan – Takeaway: we don’t have enough information to support the drives at this time.

Legislative Committee (Matt Mills): Deadline for pre-filing bills to Annapolis for 2018 legislative session is Nov 15. There is turmoil re: education funding at governor level, due to potential loss of federal funding. Charter schools may not be on the state legislators’ radar this legislative session. Cooperating with umbrella groups can be good, but you must be careful what you ask for. We should pick and choose what we ask for, for things that are realistic. This committee will have more to say in October and November, once bill pre-filing is complete.

Policy Committee (Adam Kenney): Currently working on Information Security Policy – sent rough draft to working group to look at. Will also check in with FCPS. Group meeting next month. Was contacted by finance team at CCM to go over policy there.

Bylaws Committee (Yvette Rood): Questions to BOT regarding possible changes to MMCI Bylaws to be voted on at next Annual Meeting

Friends of Education – should “grandparents and siblings of students” be added to list of people who do not qualify for these positions on BOT and GCs? Following discussion, the BOT voted in favor, with 1 member opposed, to present an amendment to the bylaws stating that “Relatives of current

students and relatives of current staff cannot serve as Friends of Education for the MMCI BOT or either school's GC."

Wording change proposal: "Being a permanent employee takes precedence over being a parent." Motion passed with all BOT members in favor.

Nominating Committee (Molly Spence): Sherry Quinones (CCM) and Jen Anderson (MVM) are point people at each school on this committee. Candidate forms due to Secretary on Oct. 20. Annual Meeting is Nov. 8. Checking on possibility of offering babysitting during the meeting.

6. Discussion/Action Items

9:25 p.m.

Discussion – Funding Request Procedure (Amy Duvall): Amy will present these policies at both GC meetings to ensure procedure is followed by all levels of governance.

Discussion – Tuition Reimbursement Policy (Kevin Wilfong): Discussion on changing language from "approved amount" to "total tuition" for what can be paid as a deposit up front for Montessori teacher training. Issue/vote ultimately tabled.

7. Announcements:

1. Next meeting: 7PM, October 25 @ MVM, 217 Dill Ave.
2. MMCI Annual Meeting: 7PM, November 8 @ MVM, 217 Dill Ave.
3. Minutes and Agendas may be found online at <http://mmcimd.org/calendar/>



Fundraising and Programs

Analiese Kennedy

27 September 2017

Fundraising

Current Issues:

- Donor Fatigue (too many asks)
- Inconsistency in types of fundraisers
(makes us look and feel disconnected as a community)
- Missing opportunities for outside donors
- Approval process is cumbersome

Fundraising Best Practices

- Require a Proposal (form) to be submitted to GC and approved for all fundraisers (60-days prior to event)
- Require a Fundraiser Calendar (school year) to be developed and submitted to GC by start of School year.
- Ensure Committee Charter is developed for each school that establishes written goals and guidelines from the BOT
- Ensure that an SOP is developed by the School Fundraising Committee that establishes school processes/procedures that are in line with the BOT goals and guidelines.
- Committee charters and SOP's should be reviewed annually.

BOT Fundraising Committee

- Provides overarching guidelines (Policy) for the school to operate under
- Performs final review and approval (sniff test) of fundraising proposals
- Maintains a master list of fundraisers that have been completed with profit margins and measures of success.
- Shares information between school committees so that we can grow and integrate ideas as a community
- Facilitates the review of fundraising ideas for the entire MMCI Community
- Provides resources for facilitating the receipt of credit card payments for the schools
- “Manages” Community Fundraiser resource (TBD)



Master Fundraising List (Example)

School	Month/Year Planned/Complete	Type of Event	Title of Event	Benefitting	POC Name	POC Contact Info	Event \$ Goal	\$ Achieved
MVM								
CCMS	2017-2018	Fundraiser	Annual Fund	Annual Fund				
CCMS	September 2017	Fundraiser	Spiritwear Sales	Annual Fund	Melissa Najera			
CCMS	September 2017	Fundraiser	Square 1 Product Sale	Annual Fund				
CCMS	October 2017	Fundraiser	School Sales (Pics)	Annual Fund				
CCMS	October 2017	Fundraiser	FarmRai\$er	Middle School	Analiese Kennedy (BOT) Mark Abbott (FarmRaiser)	mark@farmraiser.com , 202-327-1883	\$4500/gross	
CCMS	November 2017	Fundraiser	Product Sales (Lularoe, Touchstone Jewelry)		Liz Seal and			
CCMS	January 2018	Fundraiser	Spell-a-thom					
CCMS	January 2018	Fundraiser	School Sales (Yearbook)	Annual Fund				
MMCI	February 2018	Event	Talent Shows with CCMS and MVM					
CCMS	March 2018	Fundraiser	School Sales (class pics)	Annual Fund				
CCMS	March 2018	Fundraiser	Spiritwear Sales					
CCMS	March 2018	Event	Book Fair					
MMCI	April 2018	Fundraiser	Community Gathering @??					
CCMS	April 2018	Event	Art Show					
CCMS	May 2018 (Collect in April)	Event	Teacher Appreciation Week	Teacher Gifts				

Programs

Definition: Before or After School Programs that enhance the school learning environment and provide an additional revenue stream for the community.

Current Operations: Programs are evaluated and recommended independently at each school. BOT reviews, approves and signs contracts for all Programs.

Pros: School can evaluate programs that fit their cultures and needs

Cons: Programs can be different and cause the community to look disconnected from one another. Schools can be missing out on volume pricing and negotiating power.



Next Steps for Fundraising and Programs

- Develop Charter for MMCI Fundraising and Programs Committee
- Seek additional volunteers for the Fundraising/Programs Committee
- Develop Job Description and Solicit candidates for Community Fundraiser
- Develop/Maintain (on google docs) Master Fund Raising list and a Programs List
- Evaluate past fundraising efforts to determine high yield opportunities
- Provide a list of past fundraising efforts AND a couple of new opportunities for evaluation
- Develop list of high priority community/business targets for Donations
- Evaluate Current School Programs and seek new opportunities/ideas



FUNDS REQUEST PROCEDURE

The intention of this policy is to streamline, organize, and expedite the process for which members of MMCI leadership members may request funds from MMCI, FCPS PPA, or SAF

GENERAL CONSIDERATIONS:

- Each governing board has their own Budget and Spending SOP's. These must be adhered to in order for any expense to be paid.
- Funds may come from the individual school's PPA Account. This falls under the responsibility of the School Administrative Secretary. The School Administrative Secretary will report to the School Finance/Budget Chair and the MMCI Treasurer to reconcile transactions and expenses.
- Funds may come from an MMCI Account. This falls under the responsibility of the MMCI Bookkeeper. The Bookkeeper will report to the MMCI Treasurer and Assistant Treasurer to reconcile transactions and expenses.
- Funds may come from the School Student Activities Fund. These funds are restricted and have regulated use. This falls under the responsibility of the School Administrative Secretary. The School Administrative Secretary will report to the School Finance/Budget Chair and the MMCI Treasurer to reconcile transactions and expenses.
- ***Personal Reimbursement for expenses should be avoided whenever possible.***
- Direct payment to vendors is the most preferred method; therefore, it is highly recommended that expenses are discussed and approved prior to any personal payment being made by a community member.
- It is recommended that any governing vote that addresses the approval of expenses include the following details: Vendor, Approved Amount, Account from which the Expense is to be paid, and Budget account code.



REQUESTING FUNDS FROM PPA (FCPS):

- Once the expense has been approved by the Governing Council, a rep must communicate the request to the Finance/Budget Chair and School Administrative Secretary.
- Requests for Payment of Vendor should include:
 1. Completed **Request for Payment Form**
 2. Applicable documentation of Approval and/or GC Vote
 3. Confirmation that the Vendor is an FCPS-Approved Vendor
 4. If it is not an FCPS-Approved Vendor, the request must include a **W-9** and the **FCPS Vendor Maintenance Request Form**
 5. Copy of the Invoice made out to the correct entity
 6. FCPS budget account code to which the expense should be applied

REQUESTING FUNDS FROM MMCI:

- Once the expense has been approved by the Governing Council, a rep must communicate the request to Bookkeeper, Assistant Treasurer, and cc the School Budget/Finance Chair.
- Requests for Payment of Vendor should include:
 1. Completed **Request for Payment Form**
 2. Applicable documentation of Approval and/or GC Vote
 3. **W-9** Completed by the Vendor
 4. Copy of the Invoice
 5. MMCI Account from which the funds should be paid

There are circumstances where it may be recommended that a payment be made from MMCI, who will then bill the appropriate FCPS PPA Account. In those instances, the requirements for Requesting Funds from School PPA should be followed.

REQUEST FOR REIMBURSEMENT OF PERSONAL EXPENSE:

- Once the expense has been approved by the Governing Council, a rep must communicate the request to Bookkeeper, Assistant Treasurer, and cc the School Budget/Finance Chair.
- Personal Reimbursements **MUST** be requested and processed within the **same** month that the expense is incurred.
- Requests for Personal Reimbursement must include:
 1. Completed **Reimbursement Request Form**
 2. Applicable documentation of Approval and/or GC Vote
 3. **Receipt** of Purchase
 4. Budget code and/or Account from which the funds should be paid

REQUESTING FUNDS FROM SAF:

- Once the expense has been approved by the Governing Council, a rep must communicate the request to the Finance/Budget Chair and the School Administrative Secretary
- Requests for Payment of Vendor should include:
 1. Applicable documentation of Approval and/or GC Vote
 2. Copy of the invoice made-out to the correct entity



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Maryland Alliance of Public Charter Schools Recommendations to the Kirwan Commission

The Maryland Alliance of Public Charter Schools (“MAPCS”) supports high-quality public school options for all students and promotes policies which encourage the growth and sustainability of high-quality charter school education. The Alliance evolved from the unification of the Coalition for Baltimore City Charter Schools and the Maryland Charter School Network, creating the leading state-wide proponent and advocate for Maryland charter schools. We are a non-partisan group that serves as a voice for charter school communities.

About the “Kirwan” Commission (“Commission”)

The state’s Commission on Innovation and Excellence in Education, led by Dr. Brit Kirwan coined the “Kirwan Commission,” is responsible for evaluating and making recommendations to improve the education funding formula. Due in December 2017, the commission’s final report will include recommendations for a new state education funding formula. The report will also include recommendations for other education policy changes related to but not limited to teacher policy, curriculum, and the federal ESSA law.

The goal for the Commission is to gather various stakeholders including legislators, and leaders in education, business, and local government to ensure: (1) the long-term adequacy and (2) equity of funding for students in public schools statewide.

- **Adequacy:** MAPCS strongly recommends the Commission consider the unique needs of all students, including those with high levels of poverty, rather than the unique needs of each district, and ensure that funding and resources reaches the school level so that every student in a Maryland public school has the resources needed to learn and achieve at a high level.
- **Equity:** MAPCS strongly recommends that funding be used to level the playing field for access and opportunity for all students, including providing funding and policies which promote more high-quality educational options for students, such as charter schools.
- **Adequacy and equity must extend to the students served by Maryland public charter schools.** For Maryland’s charter sector to grow and remain sustainable, the long-standing concerns related to the charter funding formula and inequitable facilities funding must be addressed. MAPCS strongly recommends that: (1) the Commission codify the State Board of Education’s funding formula for public charter schools, (2) prohibit local school districts from requiring mandatory fees beyond the 2% administrative fee adopted by the State Board, and (3) provide public charter schools with equitable access to state facility funding, as well as a per-pupil facilities allocation. Adequate funding for our schools requires that the Commission include the costs of creating safe, suitable learning environments for our students.

9 Building Blocks for a World Class Educational System

The Kirwan Commission has relied on the National Center on Education and the Economy’s 9 Building Blocks for a World Class Education System to compare Maryland’s educational system with those of countries who outperform the United States. Below are recommendations to the Kirwan Commission on behalf of the Maryland Alliance of Public Charter Schools as they relate to the 9 Building Blocks.

Building Block	MAPCS Response
<p>1. Provide strong supports for children and their families before students arrive at school.</p>	<p>MAPCS believes that children and families should be provided strong supports before students arrive at school, including universal pre-k and community-based programming. Research documents significant academic gains for students who benefit from high-quality pre-k programs. Such programs also provide substantial cost savings to federal, state, and local governments, as numerous studies have shown a reduced use of special education services and lower grade retention among pre-k participants. Funding for universal pre-k should be allocated directly to charter and traditional schools to ensure that the funding follows the student.</p> <p>Other supports are also crucial to the success of students before they arrive at school. MAPCS encourages the growth of additional opportunities like those provided by public charter schools who bring programs not only to serve children, but the whole community, providing parents with education on parenting and nutrition, leadership development training, student health clinics, and more.</p>
<p>2. Provide more resources for at-risk students than for others</p>	<p>MAPCS strongly believes that all students deserve a quality education and more funding should be dedicated to at-risk students who have the greatest need. The State should allocate the funding for at-risk students directly to schools to ensure that funding follows the student. Charter schools believe all students, given the proper educational tools, are capable of learning and succeeding, and charter schools provide an important public school option to students from underserved communities and low-income areas. In Maryland, charters’ success in educating at-risk students is evidenced by the State’s most recent 2016 PARCC exam results where low-income public charter school students</p>

	<p>scored higher in middle school Math and English/Language Arts in their district than their traditional school counterparts. Maryland’s charter schools have proven success in educating at-risk students and we request that charters be named as a viable option for educating at-risk students in Maryland.</p>
<p>3. Develop world-class, highly coherent instructional systems</p>	<p>MAPCS strongly believes that there are examples of world-class highly coherent instructional systems right among Maryland’s public charter schools. Public charter schools are creating a wide variety of innovations, including:</p> <ul style="list-style-type: none"> • Curriculum design (e.g., Montessori, Core Knowledge, Advanced Placement Courses, Foreign Language Immersion Programs, Science Technology Engineering, and Mathematics) • Extended learning time • School cultures with high expectations for all students and adults • More structured and disciplined learning environments • Rewarding high-quality teachers with higher pay • Parent contracts • Multi-age programs <p>We strongly encourage the Commission to recommend funding for these innovations and to foster collaboration and exchange of best practices between public charter and traditional schools.</p>
<p>4. Create clear gateways for students through the system, set to global standards, with no dead ends</p>	<p>MAPCS strongly supports systems that encourage innovative programs that promote career and college readiness. Among some of Maryland’s most successful public charter high schools provide students with college preparatory academic training, rigorous training in core academic disciplines and postsecondary opportunities through advanced placement courses and work-based learning. Maryland has eight public charter high schools serving over 3,500 students. The average graduation rate for Baltimore’s public charter schools is 85.5%, which is 15 points higher than the Baltimore City average. Four schools reported college acceptance rates where 97% of their graduating class were accepted into a college. In Anne Arundel County, Chesapeake Science</p>

	<p>Point had a 98.3% graduation rate and 100% college acceptance rate. In Prince George's County, Chesapeake Science, Math, and IT North graduated 100% of their first graduating class in 2017 and 100% were also accepted into college. There are no dead ends for Maryland's public charter high school students who are graduating high school and attending college in record numbers.</p>
<p>5. Assure an abundant supply of highly qualified teachers</p>	<p>MAPCS supports efforts to provide students with highly qualified teachers and urges the Commission to recognize certain alternative pathways to certification to attract smart, untapped talent into the classroom. When responsibly enacted, alternative routes to certification can attract teachers who bring diverse professional experiences, graduate level education, and varying perspectives all to the benefit of students. It also encourages the growth and stability of innovative programming models such as Montessori and language immersion which are often staffed by teachers who bring specialized expertise necessary for executing those innovative programs but enter the educational field through nontraditional routes.</p>
<p>6. Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students</p>	<p>MAPCS strongly supports funding that supports the growth of teachers. We believe that teachers should be provided the freedom to instruct students, professional support, and incentives recognizing their professional growth and the performance of their students. Charter schools allow teachers the freedom to be more innovative while focusing on improving student achievement. By giving teachers the ability to try new methods to help students learn, charter schools are developing effective new teaching models that can be replicated in traditional public schools. With the flexibility to modernize and develop successful new education practices, teachers improve learning and share results with the wider public school system for broader benefits. As teachers are the cornerstone of quality education, some charter school across the country are also rewarding high-quality teachers with higher pay.</p>
<p>7. Create an effective system of career</p>	<p>MAPCS strongly recommends that the Commission</p>

<p>and technical education and training</p>	<p>consider a recommendation for funding to expand high school options with innovative programs that provide career and technical education and training. With fewer young people attaining a four-year degree by age 25 and rising evidence that those with two-year technical degrees are out-earning average college graduates, it is crucial that students attain the education and skills to be marketable and relevant today.</p>
<p>8. Create a leadership development system that develops leaders at all levels to manage such systems effectively</p>	<p>MAPCS strongly recommends funding that supports the growth and development of leaders. It is important that schools develop strategies that produce leaders fully grounded in the organization’s culture of success. This includes structuring: a) clear career paths for teachers to move from the classroom to the school helm with leadership training opportunities along the way; b) succession plans to fill the shoes of the leaders who will leave the industry within the next 5-10 years; and c) compensation packages making education a sustainable profession that encourages longevity and leadership growth within its own ranks.</p>
<p>9. Institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale</p>	<p>MAPCS strongly supports a governance system that has the authority and legitimacy to develop coherent, powerful policies and create new options for developing creative solutions to the solve the educational issues of today. Public charter schools in Maryland are operated by nonprofits and managed by boards of directors who are accountable to the authorizer, required to meet all federal, state and local law, and judged on how well they meet student achievement goals established by their charter contracts. High-performing boards typically advance on their mission and increase student academic achievement. Public charter schools have benefited from strong governance systems, and MAPCS recommends extending a strong governance system to schools statewide to create world-class educational opportunities.</p>

CHANGES TO LOTTERY POLICY

1) **Sibling Priority:** To address the fairness of giving immediate priority in the lottery to siblings of students accepted on the day of the lottery and issues that arise from the current process, text has been added to item 2b.

This change makes sibling priority for students accepted in the lottery contingent on that student actually enrolling in the school (the way it currently works is that the siblings of students accepted into the lottery immediately get sibling priority in the lottery drawing upon being pulled).

This ensures that priority is first given to siblings of students who are actually enrolled and/or attending.

2) **Acceptance and Paperwork Deadlines:** Our principals have both expressed a frustration with the length of time that families have to accept a slot/return paperwork and with the ambiguity in what that means in practice. In particular, we must address the urgency in the process AFTER school begins as the admins must deal with students leaving and filling slots (keep in mind that FCPS counts our students on September 30th, and if we are short, PPA for the missing students will be removed from our budget, even if we get to full capacity after that date).



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MMCI Lottery / Enrollment Policy

Revised September 18, 2017

Revised October 26, 2016

Revised, April 29, 2015

Revised October 10, 2014

Adopted June 25, 2014

- 1) All enrollment to MMCI operated schools will be by legal public lottery open to all eligible students residing in Frederick County.
 - a) To apply for a three year old space in the lottery children must be three years old by September 1st and be able to successfully use the toilet independently.
 - b) To apply for a four year old space in the lottery children must be four years old by September 1st and be able to successfully use the toilet independently..
 - c) To apply for a kindergarten space in the lottery children must be five years old by September 1st.
 - d) To apply for first grade and beyond successful completion of the previous grade is required.
- 2) For the purpose of the lottery two groups have priority status.
 - a) Legal dependents of school staff (defined below) have second priority status for that particular school.
 - i) "School staff" refers to permanent (non-substitute or contract) staff regardless of their level of fulltime equivalency.
 - b) Siblings (defined below) of current students receive third priority status in the school where siblings attend.
 - i) "Siblings" refers to two or more minor children who share at least one legal guardian.
 - ii) **Siblings of students accepted on or after the day of the lottery each year do not receive sibling priority status until the accepted student's paperwork (FCPS enrollment form, birth certificate, and proof of residency) has been submitted to the school administration.**
 - c) For example: If openings in a particular grade have applications-from school staff and from siblings in the general lottery, the legal dependents of school staff are randomly selected until all openings are filled or all children of school staff are placed. After the students of staff, the siblings of current students are randomly selected until all openings are filled or all siblings are placed. If openings remain, general lottery applicants are randomly selected from until all openings are filled.
- 3) Lottery applications will be made available in early January. Lottery applications will be accepted for at least 60 days and no more than 75 days. The lottery will close at 11:59PM on the final day.
- 4) Applications received after the lottery application period has closed will be placed at the end of the new waitlist in the order they are received with any appropriate priority status applied. Priority applicants that apply after the lottery application period has ended will be added to the end of the applicable priority waitlist.



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- 5) The lottery will be held in the second half of March for the upcoming school year based on FCPS witness availability.
- 6) If lottery applications exceed space available in a given grade(s) within a school a numbered waitlist will be maintained based on the lottery draw for that upcoming school year.
- 7) This waitlist goes into effect the day after the lottery takes place for placement in the fall of the new school year. For example, the waitlists developed at the March 18, 2014 lottery (which is the lottery held for the 2014-2015 school year) will go into effect on March 19, 2014. These spots will be offered for the upcoming school year.
- 8) Waitlists will be confidential with access granted to the MMCI Lottery Committee (which consists of the President, the Vice Presidents, the Principals, the Governing Council Chairs and other appointed members).
- 9) Offers of available openings will be made by phone and email to waitlist families by the school's principal or appointed administrative staff member after consultation with the school's Governing Council Chair.
 - a) **Before school begins:** Families will have ~~48 hours~~ **FIVE (5) BUSINESS DAYS** to accept the offer verbally or in writing. **After they accept the slot, families will have ~~14~~ 3 BUSINESS days** to return completed paperwork (**at a minimum, the FCPS enrollment form**) to the school or the offer will be rescinded. After the offer has been accepted, enrollment ~~form paperwork~~ will be sent via email **or may be picked up from the school.**
 - b) **After the first day of school:** Families will have **ONE (1) BUSINESS DAY** to accept the offer verbally or in writing. **After they accept the slot, families will have ONE (1) BUSINESS day** to return completed paperwork to the school or the offer will be rescinded. **After the offer has been accepted, enrollment paperwork will be sent via email or may be picked up from the school.**
 - c) In the event that a student wins a slot in the lottery at multiple MMCI schools, the family must submit paperwork for the chosen school within the ~~14~~ **3 BUSINESS** day period and explicitly decline the other offer. The slot that they have declined at the other school(s) will then be released to the waitlist.
- 10) Waitlists will be maintained and utilized to extend offers of available openings through the end of the second term for general public applicants and until the new lottery is drawn for priority status applicants. After the new lottery is drawn the old waitlists will no longer be utilized, and no students will be added to the schools for the remainder of the current school year. The new waitlist will be utilized to offer positions as they become available for the upcoming school year.
- 11) By order of preference, open spaces will be filled with waitlist students of
 - a) Staff members or siblings of currently enrolled students of the same grade level
 - b) the same grade if available
 - c) the same classroom level (primary, lower elementary, upper elementary, middle school) if available
 - d) any grade within the school able to accommodate an additional student
- 12) Principals and Governing Council Chairs will collaborate on placements if there are no waitlist students at the appropriate grade level.