



The Montessori School of Pullman

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Policy and Procedures Manual

I acknowledge receipt of a copy of the Personnel and Procedures Manual of the Montessori School of Pullman. The copy was delivered electronically.

I understand that I may request a hard copy of the Personnel and Procedures Manual.

I understand that a copy of this Manual is available in the school office, and in both classroom areas for employees' use, as well as available on the school's website, under the Board information.

Signed _____

Printed name: _____

Date: _____

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I. AGENCY MISSION

A. Mission Statement

To provide a carefully prepared environment based upon the Montessori education philosophy, within which children can actively participate to realize their full potential.

Our primary mission is to nurture and support the unfolding of each child's full potential by providing a carefully prepared environment based upon the Montessori philosophy of education.

B. Philosophy Statement

The Montessori School of Pullman, a private, non-profit corporation, is a child centered educational environment where highly-educated Montessori certified teachers plan an individual learning experience appropriate for each child's level of development.

Multi-aged classes have a balance of 3-, 4- and 5-year-olds in each room. To every extent possible, children return to the same teachers and classmates each year building long term relationships in a non-competitive, warm, and caring family-like setting.

Parents play an active part in their child's education and in many aspects of our school community. We believe that when parents demonstrate their commitment to early childhood education, both the children and the school benefit.

Students learn to view themselves as contributing members of a diverse global community. We respect and value differences and welcome a rich classroom diversity of economic and social classes, racial and ethnic heritages, religious and spiritual beliefs, physical abilities, and family structures. We treat each other with honest and mutual respect. To enhance a global perspective, other languages are included in our curriculum, as is geography and multicultural education. We welcome children learning English.

Classrooms are equipped with high-quality, hands-on learning and exploratory materials. Learning centers include real life skills and food preparation, sensory development, child-centered art, science exploration, music and body movement, other languages activities, geography and multicultural materials, language, pre-writing and writing, and pre-math and

math. We foster self esteem, independence, self-discipline, cooperation, problem solving, and a love of learning.

C. Organizational Governance

The policy making body of the school is the Board of Directors, who are elected from a pool of voters consisting of all parents or guardians of children currently enrolled at the school, as set forth more fully in the Bylaws.

The Board oversees the business of the corporation and votes on policy decisions. The Board responsibilities include – but are not limited to – overseeing the annual budget, setting tuition, assisting with fundraising, granting tuition scholarships, goal setting and long-range planning.

Oversight of the day-to-day operation of the school is the responsibility of the school administrator who acts as a liaison between and among employees, parents, board officers and teaching and support staff.

D Confidentiality

The nature of our work requires confidentiality. Any matters concerning the school, children, and their parents will be held in the strictest of confidence. Information will be shared only with involved parties on a need-to-know basis.

Information is released only when:

- (a) a school participant provides a signed authorization to release information to a specific party or agency.
- (b) The Montessori School of Pullman must comply with the mandatory reporting requirements for protecting children (See XI POLICIES AND PROCEDURES REGARDING PROTECTIVE SERVICES AND MANDATORY REPORTING for details)
- (c) such information is demanded by state or other appropriate agencies (including subpoena).

When a subpoena is received that requires the disclosure of program participant information through release of records or testimony, the policy delineated in Section XI. will be followed.

Attendance records and invoices for state paid children will be kept on the premises for at least five years after the child leaves our care in accordance with WAC.

II. PERSONNEL POLICIES AND PROCEDURES

A. Purpose of Personnel Policies and Procedures

The purpose of the Montessori School of Pullman Personnel Policies and Procedures are to (1) define the supervisory and policy setting responsibilities of the school administrator, the role of teacher and support staff, and the Board of Directors; (2) to describe the responsibilities, benefits, and leave policies pertaining to various categories of employees and volunteers; and (3) define expected behaviors of staff. The Board of Directors of The Montessori School of Pullman reserves the right to modify these policies, including non-mandated benefits offered to staff by the school, when it determines such a modification is in the best interests of the organization.

B. Responsibility for the Development and Implementation of Personnel Policies and Procedures

1. The Board of Directors has final responsibility for adopting personnel policies and procedures. The Board of Directors may make exceptions, in consultation with the school administrator, when appropriate. These policies are prepared as guidelines and the Board may vary from the policies when circumstances warrant.

2. The school administrator implements the Personnel Policies and attempts to ensure that each employee fulfills the responsibilities of her/his job description.

3. The school administrator and/or the employee's immediate supervisor will provide constructive feedback and support to each employee who requires assistance to meet the requirements of her/his job description.

4. It is the responsibility of each employee to notify her/his immediate supervisor that clarification or additional information or training is needed to complete an assignment.

C. Hiring and Advancement

1. Position Vacancies

The procedures to be followed for a search include:

- a. The opening will be advertised in the local newspaper, appropriate professional publications, and within the school.

- b. Interested candidates will be requested to submit a letter of application, list of three references, and transcripts, will be invited to observe programs in session, and to meet current staff.
- c. The Search Committee will review all applications, check references, and select candidates meeting the qualifications for the position. The candidates will be invited to work with children during classroom sessions and may be asked to respond to panel interview questions. The panel will be limited to 3 – 6 individuals and will include staff, board members and invited parents. The Search Committee will select the most qualified candidate by consensus or by vote. The recommendations will be presented to the Board for final approval by vote. All candidates will be notified by letter of the committee's decision.
- d. The selected candidate will be employed for a probationary three-month period that will include a formal job performance review by the immediate supervisor and school administrator. The school administrator will make a recommendation to the Board.
- e. If a temporary vacancy exists (less than 60 days), due to exigent circumstances, such as staff resignation, an extended illness, injury, or maternity leave, jury duty, or military duty, the school administrator may recommend and request the vacancy be filled by an available substitute familiar with the school program. Board approval, by vote, is required prior to the temporary hiring.
- f. Upgrades or promotions of employees may be made by the school administrator, without publicly announcing a position vacancy in order to provide for professional growth and internal career development. Opportunities for upgrade or promotion will be announced internally to enable all qualified, interested personnel to express their interest. If more than one individual is interested and qualified for the position, all will be interviewed as per the hiring policies outlined above. If it is unclear that an employee meets the position requirements or is the best individual for the position, a current employee may be asked to apply for the position and compete with external candidates for the position. Nothing in this section is intended to circumvent Board oversight of hiring and/or the usual Search Committee processes. This section is intended only to provide flexibility for staffing changes, including changes deemed to be upgrades or promotions. In no instance shall a lead teacher or assistant teacher position be filled by an upgrade or promotion without Board approval.

2. Hiring

a. Due to school's strong desire to hire Montessori certified individuals, preference may be given in this regard when filling vacancies or selecting interns. Preference also may be given to qualified current employees for purposes of promotion to ensure availability of career progression, opportunity for professional development, and to enhance morale.

b. The school will offer employment to a successful candidate by telephone and by a letter stating the salary or wage, benefits, date of hire, and conditions of employment including the need to satisfactorily complete a three-month probation period. The candidate will respond in writing to accept the offer of employment.

c. Once hired, the new employee shall complete a W-4 form, provide evidence of US citizenship or permission to work as required by federal law, complete a criminal background check prior to working with program participants, an employment agreement, and other related paperwork as the school may require. Pending a background clearance, the new employee will not have unsupervised access to any child. If the criminal background check is not cleared by the Department of Children, Youth and Family Services, the school administrator will immediately notify the applicant/staff member and will contact the Board of Directors to determine whether immediate termination is appropriate. Pending review by the Board of Directors the employee will not be allowed to have unsupervised access to children.

3. Advancement

Promotion or upgrade of current employees will be based on performance, qualifications, interest, availability, and future school and staff plans. An upgraded/promoted employee will satisfactorily complete a three-month probation period in the new position. If probationary performance is unsatisfactory, the employee may return to their prior position if it or a similar position is available.

4. Review of Job Descriptions and Titles

Job descriptions for regular employees are developed by the school administrator with notification to the Board. The school administrator will review job descriptions annually and will assess and modify job descriptions and titles based on contract and statutory requirements, the nature and level of responsibilities undertaken during the prior year, performance, and current

organizational needs. Modifications to the school administrator's job description will be approved by the Board of Directors.

5. Review of Compensation

The school administrator and Board of Directors will review levels of compensation at least annually and will approve raises. Compensation for the school administrator will be established by the Board of Directors and reviewed at least annually. Considerations for raises will include tenure with agency, qualifications, performance, level of responsibility, response to supervision, demonstrated initiative, budgetary constraints, and assessments of comparable pay for comparable work in comparable agencies within the region.

6. Employee Development and Assessment

a. Professional Development

The school is committed to providing opportunities to its employees for professional development. Professional growth of its employees benefits staff, children, and the professionalism of the school. Such opportunities will include mentoring, in-service training and external training related to individual job responsibilities within the constraints of budget and the needs of the school. The school will, to the best of its ability, allocate monies in the budget to send teaching staff to one external training each year.

b. Performance Evaluation of New Employees

A new employee must satisfactorily complete a three-month probationary period from the date of employment to attain status as a regular employee. If at any time during the probation period, performance so warrants, the probationary employee may be terminated.

The school administrator will provide the employee with an orientation to the school (including the provision of the Policies and Procedures Manual, and the Parent Handbook), its mission, and the Washington Administrative Code (WAC) as it pertains to the school. The school administrator and immediate supervisor will explain the employee's job duties and help set goals for the employee. Periodic feedback will be provided to the employee to assist their progress in the position.

At the end of three months from the date of hire, the employee will be evaluated by the school administrator, and immediate supervisor. In discussion with the immediate supervisor of the probationary

employee, the school administrator shall determine if probationary status has been completed satisfactorily or if an extension of probation is warranted. Upon a determination that performance is satisfactory, the employee is moved to regular employment status and is informed in writing by the school administrator. Upon a determination that performance is unsatisfactory, the school administrator will notify the employee in writing of the intent to recommend to the Board of Directors that the employee be dismissed. Such notification will be provided to the Board of Directors, along with all written records of evaluations, prior to the end of the probation period or any extension thereof. The employee may respond to the evaluation in writing to the school administrator. The employee's performance evaluation, the recommendation of the supervisor and/or the school administrator, and the employee's written response (if any) will be reviewed by the Board of Directors prior to a decision by the Board. The performance evaluation by the supervisor and school administrator, the employee's written response (if any), and the Board's decision will be placed in her or his personnel file.

In the case of the employment of a new school administrator the Board of Directors will conduct the orientation, job training and evaluation, with the assistance of school personnel as appropriate.

c. Evaluation of Regular Employees

Once an employee is removed from probationary status, she or he will be considered a regular employee. All regular employees are evaluated by the school administrator annually in time for budgetary and contractual deadlines. The evaluation process will include a self evaluation completed by the employee, an observation and an observation checklist completed by the school administrator, a written evaluation prepared by the school administrator, and a discussion between the administrator and the employee. During discussions at annual performance evaluations, suggestions for improved performance are made by the employee and/or school administrator, plans are developed for achieving required performance levels, and goals for professional development are reviewed. Certifications required by DCYF will also be reviewed (first aid, CPR, food handlers, blood borne pathogens training, stars hours, etc.), and plans for receiving any required trainings will be made.

The employee and school administrator will sign the evaluation. An employee's signature does not imply agreement; signature indicates that the evaluation has been discussed with the employee. The employee may add written comments to the evaluation. Employees may be evaluated more frequently at the sole discretion of the school.

d. Evaluation of the School Administrator

On an annual basis, a formal performance evaluation of the school administrator shall be conducted by the Board of Directors. This evaluation may include aggregate, anonymous staff ratings, and comments and suggestions from staff members, and will be based on the school administrator's performance of responsibilities outlined in the job description.

Unless otherwise specifically provided in the policies related to the school administrator, all general employee or personnel policies will apply to the school administrator.

D. Methods of Termination

The end of an employment relationship with the Montessori School of Pullman is to fall within one of the following categories, with indicated policies applicable to each.

1. Reduction in Force

Should it become necessary to reduce staffing levels due to budgetary constraints or the need to reorganize based on changing needs, the school administrator will develop a plan for down-sizing and/or reorganization for Board approval that focuses on retaining existing staff who possess the qualifications and skills required to provide the services that would be maintained with available funding. Retention of staff would not necessarily be based on longevity with the school without regard to performance, experience, and evidence of needed skills under the approved restructuring plan.

2. Resignation

a. Either party may terminate the contract agreement without cause by giving the other written notice of termination effective 30 days after receipt thereof. Written notice will be sent to the Montessori School of Pullman, or to the employee at his or her home. Notice will be deemed received on the date mailed, first class, postage prepaid or hand delivered."

3. Discipline/Dismissal With or Without Notice

The school reserves the right to discipline employees as it deems appropriate, which may or may not involve progressive discipline prior to

termination. Misconduct may result in discipline or dismissal without notice, depending on the nature and magnitude of the event and the number of prior infractions, if deemed relevant. An employee may be terminated for one violation or occurrence if the school so warrants. Misconduct is defined as inappropriate employee behavior on the job or in a manner that negatively affects the school, and includes, but is not limited to, the following:

- a. Substandard performance.
- b. Violation of confidentiality.
- c. Any physical violence, threatening or intimidating behavior in the workplace or bringing of weapons into the workplace.
- d. Conduct that threatens the safety of anyone affiliated with the school.
- e. Stealing, embezzlement, or falsifying records.
- f. Use of alcohol or illegal drugs on the job.
- g. Conviction of a felony or of a criminal controlled substance violation
- h. Excessive or non-approved expenditures of school funds.
- i. Excessive or irresponsible absences from work.
- j. Failure to disclose the existence of a criminal record.
- k. Unprofessional behavior or unethical conduct.
- l. Failure to fulfill or abide by the school's policies and procedures.
- m. Sexual harassment or other type of harassment.

Disciplinary actions will be communicated to the employee directly and in the following ways:

1. an oral reprimand which may be documented in the employee's personnel file.
2. a written reprimand which may be placed in the employee's personnel file.
3. up to a thirty-day suspension with or without pay.
4. a recommendation to the Board of Directors for termination

Facts concerning misconduct within the above enumerated situations or others not listed which, in the opinion of the school administrator and/or Board of Directors, are cause for dismissal, must be presented in writing by the school administrator to the Board of Directors for evaluation and discussion as soon as is practical.

In the event of employee suspension: An employee on involuntary suspension has two options: (1) accept the discipline or immediate job termination or (2) submit a written appeal to the Board of Directors.

Employees who accept an immediate job termination are entitled to receive pay for approved hours worked prior to notice.

Employees on involuntary suspension for misconduct who choose to submit a written appeal must do so within five (5) working days of being placed on involuntary unpaid leave or notice of termination. The Board of Directors shall hear the appeal within seven (7) workdays of submission of the appeal. The Board's decision is final. Should the Board find in favor of the employee, the employee will be reinstated immediately, and the Board will determine whether the employee will be compensated for the days of work missed during their involuntary suspension. Terminated employees are entitled to pay for approved hours worked prior to notice. All relevant documentation will be placed in the employee's personnel file.

In the case of the dismissal or suspension of the school administrator, the Board of Directors will be the supervising party.

E. Return of School Property

Each terminating staff member must return all school property, files, and keys prior to departure on their last day of employment to the Administrator. In addition, the Teacher's Property List will be signed and dated by both the departing staff member and Administrator, ensuring all personal property of the departing staff member is accounted for and taken upon their leave. Any property left behind at the school by the departing staff will be noted on the form and becomes the property of the school.

F. Professional Ethics

Montessori School of Pullman staff members are entrusted with the responsibility of performing their jobs ethically, and with integrity and competence to fulfill the philosophies and policies of the school. We aim to represent our school truthfully and accurately to the public and internally to our parent community. We aim to treat all students, families, teachers and staff with kindness, warmth, and respect. We will consciously model and teach our students values fundamental to Montessori education, which include: respect for oneself, others, and their property; peacefulness, empathy and kindness;

truthfulness; a search for the solution fairest to all; the pursuit of independence and self mastery; and a love of work and a passion for excellence. We will consciously teach our children to accept, respect and celebrate the rich cultural diversity of the global community. Our school will not discriminate in matters of admission or employment on the basis of gender, race, creed, national origin, ancestry, marital status, family structure, sexual orientation, age, or handicapping condition.

Our primary focus will always be on the well being and best interests of our students. We will promptly consult with parents should it ever become clear that a student is not benefiting from our school's program, or if our school is not the best program to meet his/her needs. We will endeavor to provide a school environment that will promote and protect the physical and emotional well being of our students and staff.

(Based on the Code of Ethics and Principles of Good Practice of the International Montessori Council)

G. Use of Technology in the Workplace

The school's computers, telephone and copier are to be used primarily for business purposes. Occasional personal use is acceptable if it does not interfere with an employee's job and is not in violation of this policy.

Use of personal phones/internet should be significantly limited during the employee's shift.

H. Right to Privacy at Work

The school makes every effort to respect employees' right to privacy. However, employment law does not extend an employee's right to privacy to the employee's desk, office, files, work materials, computer files and disks, Internet use, or e-mail. If there is a business/service-related necessity, the school administrator, Chair of the Board, or designee may inspect or access an employee's desk, files, work materials, computer files and disks, Internet use, or e-mail. It is not necessary that the employee be present or consent to such an inspection.

I. Care and Use of School Equipment and Supplies

It is important that Montessori materials are complete and in good condition. Lead teachers are paid for ten days prior to the beginning of the new school year and five days after the end of a school year for classroom

preparation, and assistant teachers are paid for five days prior to the new school year and five days after the end of the school year. (The number of days may vary slightly, based on calendar and/or co-teaching responsibilities) Each classroom therefore receives at least twenty-five paid workdays for classroom preparation and maintenance. Part of this time should be spent on care and storage of Montessori materials. Please make a note of materials that have missing pieces or are damaged. Replacements may be ordered from the classroom budgets. Please ensure that materials placed into storage for future use are clean, in good repair and are complete. Materials should be stored in an orderly fashion for ease of future use. Storage areas should be maintained for ease of access of materials. Inventories should be maintained for materials in storage. Items and equipment loaned from one class to another should be returned to the original class at the end of each school year. The school administrator will provide checklists to be used to assist in this maintenance. Lead and assistant teachers will sign completed checklists prior to summer vacation.

Lead teachers are assigned a budget for purchase of materials for use in the classroom. Any items purchased from the classroom budget, or purchased by the school, or a parent for the classroom and/or school, belong to the school and should not be removed by the teacher on separation from the school. Items purchased by teachers using their own money should be clearly labelled with the teacher's name and added to the Teacher's Property List. All equipment owned by the lead teachers will be signed in and out of the school on the Teacher's Property List by the Administrator and co-signed by the teacher to ensure clear designation of ownership.

A teacher may use school equipment and supplies to laminate copies of personal property that will be used in the classroom throughout the year. A teacher may also use the school's copier and supplies to make copies of work he/she produces for the classroom, so that one copy may remain with the school and one copy becomes the personal property of the teacher.

A personal storage space will be made available for all classrooms to store temporary supplies that are designated for upcoming classroom activities or are for specific projects. Teachers will be given a space to store personal equipment, supplies or belongings. A space will be made available for all staff to store personal items.

J. Personnel Records

The Montessori School of Pullman maintains a personnel record for each employee which includes a resume, completed application form, interview

documentation, job description, all performance evaluations, signed acknowledgment and signature of employee of receipt and understanding of Policies and Procedures manual, background checks (signed form and the results of the search), photo I.D. (per state requirements), T.B. test results and whatever else is determined to be appropriate by personnel law, the school administrator and/or employee. Time sheets and leave records for each employee are maintained as a part of confidential fiscal records. In addition, training records are kept for each employee.

Additionally, the school keeps appropriate records for volunteer staff that includes background clearance, record of T.B. test, photo I.D., and emergency contact information.

Only the employee, and the school administrator, the Licensor, (and in limited instances only the Board of Directors) have access to a personnel record.

Reference requests will be handled by the school administrator or the immediate supervisor upon prior approval by the school administrator. References will be given in good faith, only on proper occasions, and to the proper party. Pursuant to employment law, the employee does not have the right to see written references given under this policy.

K. Information for All Workers

1. It is the agency's responsibility to provide all school workers, both paid and volunteer, with:

- a. Orientation to the background, structure, purposes, goals, objectives, policies, procedures, job description, and approaches of the Montessori School of Pullman.
- b. Time for regular meetings with other workers for organizational and administrative information, support, assistance, and constructive feedback.
- c. Periodic evaluation on a timely basis.
- d. Treatment with respect and dignity from all persons associated with the organization.
- e. Up-to-date and best-practices training/information to enable staff to provide pertinent and culturally appropriate services.

2. All Montessori School of Pullman workers are expected to meet/fulfill the following requirements:

- a. Each worker will be at work on time for the full duration of the scheduled work shift every day that the worker is scheduled to work.
- b. Each worker will be able to fulfill the essential functions of their

job description as provided and reviewed with them during the applicant interview. The worker will bring requests for reasonable accommodation to the attention of the immediate supervisor and the school administrator as soon as the need arises.

c. If a worker will be absent from a scheduled shift due to illness or an emergency, the worker is expected to notify the school administrator as soon as possible.

d. Each worker will respond appropriately to supervision, guidance, and direction.

e. Each worker will be culturally competent in their interactions with families, staff, and volunteers.

f. Each worker will demonstrate self-motivation, will use their time on shift productively, and will take the initiative to ensure that assigned work or expected tasks are completed in an accurate manner.

g. Each worker will recognize the importance of drawing upon their personal resources and training, resources provided by the school, and receiving assistance and support from their supervisor and co-workers to enable them to perform well in their position.

h. Each worker will employ reflective listening skills and respectful, open communication with families, staff and volunteers and others to engender trust and a positive work environment.

i. Each worker will maintain appropriate professional boundaries with families, staff, volunteers, and other professionals.

4. Each employee must submit a correctly completed and signed timesheet on the date due to be paid on time. Timesheets must be signed by the school administrator. If a timesheet is not received on time, the employee might not receive her/his check until the next regular pay period. Terminating staff members must submit a properly completed and signed timesheet and reimbursement request for final compensation and reimbursement, if any, to be calculated and prepared.

5. Full Time Employees are entitled to an unpaid meal period of at least 30 minutes starting no sooner than 2 hours nor more than five hours from the beginning of their shift.

L. Employment Classifications

Part-time Employees are those employees who are regularly scheduled to work less than the full-time (40 hours) work schedule. Regular part-time employees are not eligible for school benefits.

Exempt Employees are those employees who are exempt from the overtime pay requirements of the law. Exempt employees are paid on a salary basis and occupy positions that are primarily executive, administrative, and professional as described within the definitions of the Fair Labor Standards Act.

Non-Exempt Employees are employees who receive overtime pay for work performed in excess of 40 hours per week. Non-exempt employees may be paid on a salary or hourly basis.

The basis for classification of salaried employees as exempt is noted in Appendix V in relation to each position. No overtime is paid to or compensatory/flex time earned by exempt employees for hours worked in excess of 40 in a given work week.

M. Employee Benefits

1. Eligibility. Full time exempt and full time non-exempt salaried employees are eligible for the following benefits:

2. Benefits may include the following, as funding permits, as required by law, and as the employee designation of exempt or non-exempt indicates:

- a. Workers Compensation Insurance
- b. Social Security
- c. Unemployment Insurance
- d. Various Forms of Leave
- e. Health Insurance
- f. Overtime
- g. Holidays
- h. Retirement
- i. Tuition Discount for Teachers' Children

As part of employment contract benefits, full time salaried employees will be offered the option of receiving a Montessori School of Pullman tuition discount of 50% on the first child, 25% discount on the second child, 12.5% on the third child, and 7.25% on the fourth child, should the teacher choose to enroll children in the school. KG children who remain at MSoP for their KG year will receive a 75% discount. After three years of continuous employment, discounts increase to 75% on the first child, 50% on the second child, 25% on the third child and 12.5% on the fourth child, should

the teacher choose to enroll children in the school. Teachers will not be charged for enrolling their child(ren) in Before Care or After Care while the teachers are fulfilling their duties in the school. Hourly lunch bunch workers may have their already enrolled children attend lunch bunch for free on days they work. If an hourly substitute teacher is asked to work a shift that will require their child to stay at the Montessori School of Pullman for a period beyond the child's current enrollment, the child may attend necessary sessions for free.

j. Other benefits as provided herein.

Any position may change employment classifications based on reorganization plans and/or decreases/increases in funding. Employees will be given as much notice as possible if conversion becomes necessary. Compensation levels may decrease as indicated in employment agreements if required due to decreased funding.

3. Eligible employees are employees entitled to sick leave, holiday pay, personal and professional days, and other benefits as stated in the relevant sections below.

N. Leave and Holidays

All leave accruals are based the school's fiscal year (August 1 – July 31st).

1. Sick Leave.

Eligible employees are allocated 10 sick days per fiscal year. Sick days may be carried over from one year to the next up to a cap of 30 days. Accumulated sick leave is not paid to any terminating employee.

Up to 50% of a staff member's accumulated sick days may be donated to another staff member with the prior approval of the school administrator.

Sick leave may be used for doctor's appointments. Such appointments should be scheduled to minimize disruption to the school as much as possible (such as at the beginning or the end of the worker's shift).

2. Family Medical Leave

Although the school is not required by law to comply with the Family Medical Leave Act, the school chooses to provide opportunity for an employee to use leave to care for a family member who is ill, a pregnant employee, newly adoptive parent, or parent of a newborn. An employee may be allowed to use sick leave to care for a family member with prior approval of the school administrator. Written verification of need by an appropriate health care provider may be requested at the school administrator's discretion. Family medical leave or disability leave, without pay, may be granted to a staff member by the school administrator or by the Board of Directors if the requesting employee is the school administrator, for a period of up to twelve (12) weeks. Sick leave and/or personal days may be used for family or disability leave to minimize the loss of income during the 12-week period.

3. Holidays

Eligible employees are entitled to pay with the day off for the following holidays:

- New Year's Day
- Martin Luther King Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Two Thanksgiving Days

Eligible staff members who work on a holiday may trade that holiday for another paid day off with the school administrator's prior approval.

The school will be closed the day after Thanksgiving, and the day before or after Christmas according to the board approved calendar prepared by the school administrator. With prior approval of the school administrator, religious holidays may be traded for other religious holidays depending on the employee's belief system.

Holidays will be celebrated as designated by the federal government. If an approved holiday falls on Saturday, the school will celebrate the holiday on Friday. If an approved holiday falls on Sunday, the school will

celebrate the holiday on Monday.

4. Personal and Professional Days

Upon satisfactory completion of probation, three personal and three professional leave days are given each fiscal year to be used at the employee's discretion with prior approval from the school administrator. Personal and professional days do not accrue from one year to the next. Unused personal and professional days will not be paid to a terminating employee.

5. Submission of Leave Requests

All staff will submit the necessary request for leave from the school administrator. Requests will be submitted as soon as possible for purposes of planning and scheduling. Approvals and disapprovals of leave requests will be provided to the employee based on agency staffing requirements, assuring leave to as many people as possible on a rotating basis, and other factors relevant to the agency's needs.

6. Leave Without Pay

Leave without pay may be granted to any employee by the school administrator. In the case of the school administrator, leave without pay requires Board approval. A written request should be submitted to the proper entity and written approval received prior to commencing unpaid leave. The request and approval or disapproval will be placed in the employee's personnel file.

O. Overtime

Non-exempt employees must obtain prior approval from the school administrator for work in excess of 40 hours per week.

P. Jury Duty

Eligible employees summoned for jury duty will be provided with paid time off sufficient to fulfill their jury responsibilities up to a maximum of 40 hours a week for a total of three weeks.

Subpoena's related to school business are considered part of your job duties and paid time off to meet these requirements will be met by the school.

Q. Bereavement Leave

The school administrator may approve up to three days of paid bereavement leave if a staff person lacks sufficient sick leave, or personal leave or otherwise an undue financial hardship would occur in order for the staff person to attend the funeral of an immediate family member (spouse/partner, parent or foster parent, grandparent, sibling, natural or adopted child, or parent, grandparent, sibling, or natural or adopted child of their spouse/partner) or other relative as approved by the school administrator.

R. Employment Status and Leave

If an employee has already attained regular employment status with the school and the employee then reverts to probationary status due to a position change within the school, leave policies relating to their regular employment status will continue as part of their continuing employment with the agency.

III. NON-DISCRIMINATION IN EMPLOYMENT

The Montessori School of Pullman is an equal opportunity program that will not discriminate in hiring, pay policies, promotion, work assignments, or working conditions on the basis of gender, race, creed, national origin, ancestry, marital status, family structure, sexual orientation, age, or handicapping condition. Exceptions, personnel must be over sixteen years of age to work with children under a supervisor and over eighteen years of age to be left in charge of a group of children without supervision.

Any questions or complaints concerning equality should be discussed with the school administrator. If unsatisfied with the response, please refer to the school's situation resolution guide. (Appendix II).

IV. ALCOHOL AND DRUG-FREE WORKPLACE

The school has a strong commitment to provide a safe workplace for its employees, families, and volunteers. Consistent with that commitment and federal law, the school has adopted an alcohol and drug-free workplace policy. Use by employees or volunteers of alcohol or drugs in the workplace or during the school day is dangerous, may be criminal, impairs productivity, and undermines public confidence. This policy prohibits the use, sale, distribution, manufacture or possession of alcohol, drugs, or drug paraphernalia in the workplace. The school will employ every legal means available to provide

services in an environment free from alcohol and drugs. An employee convicted of a criminal controlled substance violation shall notify the school administrator within five (5) days of conviction. Any violation of this policy will result in appropriate disciplinary action, which may include termination, with or without notice.

Complaints of suspected drug or alcohol use at work or use/abuse outside the workplace that impedes performance or otherwise affects the agency are to be directed to the school administrator or the Chair of the Board if the allegation involves the school administrator. An employee may seek from the school administrator referrals to drug counseling or rehabilitation programs. Upon request of an employee to the school administrator, the school will make reasonable efforts to assist an employee with alcohol or drug dependency issues, including provision of a period of unpaid leave or use of sick, or personal, (if available) as designated by the school administrator to enable the employee to receive voluntary treatment.

The school's drug-free workplace policy will be posted in a prominent location.

V. SMOKE-FREE WORKPLACE

The school is a smoke-free workplace. Staff members are asked to refrain from smoking in school locations to help promote the health and wellness of all persons.

VI. CONFLICTS OF INTEREST

The school abides by the conflict-of-interest prohibitions required by federal law including that the school and its employees, agents, board members, officers, consultants, volunteers, family members, or any other person who is in a position to participate in decision making or gain inside information with regard to the schools activities may not obtain a personal or financial interest or benefit from the activity during her or his tenure.

The school will attempt to garner three bids from local contractors for external services, drawing upon the most qualified professionals in the area for the agency's need. Because the Palouse is a small predominantly rural community, Board members, consultants, ex-Board members, former staff and volunteers may be used in the bidding process; no preference will be given to these individuals. The accepted bid will be based on quality, availability, cost of service and need of the agency.

Employees should avoid situations that might cause a conflict of interest with the school or which might compromise the integrity or reputation of the school.

No Board member or volunteer will be paid by the school for their direct services to the school.

VII SAFETY IN THE WORKPLACE

The school and employees will work together to avoid or minimize occupational injuries and illnesses. An occupational injury includes such injuries as cuts, fractures, sprains, or amputation that results from a work-related accident in the work environment. An occupational illness is an abnormal condition or disorder, acute or chronic, caused by exposure to environmental factors at work, including inhalation, absorption, ingestion, or direct contact with toxic or harmful agents.

A. School Responsibilities

The school will assure so far as is possible that every employee works in a safe and healthful environment. The agency will comply with OSHA standards, and in so doing, will endeavor to provide a workplace free from recognized hazards that cause or are likely to cause death or serious physical harm to staff. The school will work with staff to avoid or minimize workplace hazards, injuries, and illnesses. In this regard, the school will make every effort to:

- provide unobstructed exits from each location it operates.
- provide safe tools and equipment for staff and training on their use.
- warn staff of known hazards or potential dangers and establish methods of response to minimize potential harm.
- establish procedures for hazard prevention and control including safety from physical harm in the workplace.
- post current plans for fire evacuation or other emergency escape from each location it operates.
- provide fire extinguishers in all locations and post the location of each fire extinguisher.
- work with Gladish to ensure maintenance of alarm systems, tools, and equipment, including fire extinguishers.
- provide first aid kits in each location and routinely replace first aid supplies.
- provide CPR and First Aid training, as required by DCYF.
- provide blood borne pathogens training, as required by DCYF.

- reimburse staff for TB testing and influenza vaccinations.
- encourage staff to wash hands frequently.
- provide protective barriers for staff - gloves for food prep, handling bodily fluids, disposable aprons, masks for CPR
- encourage staff to lift, move, and handle children, materials, and equipment in a manner that does not cause injury; and
- post current OSHA workplace posters in each location.

The school administrator will respond to safety and hazard concerns in a prompt manner. The school administrator also will work with all staff to ensure the identification of risks and hazards and attempt to assess, prevent and control such incidents and the agency's overall safety effectiveness.

The school will maintain a reporting and record keeping system to monitor occupational injuries and illnesses, including accident/illness reports. These reports will be filed in personnel files.

B. Employee Responsibilities and Rights

Each employee will comply with applicable OSHA and agency safety standards, policies, and rules, including the use of any protective equipment provided by the agency. Should OSHA (or the authorized state entity) conduct a safety inspection, employees will cooperate with the OSHA compliance officer. Each employee will place materials in a manner that does not block exits and corridors or cause a safety or fire hazard. Employees will report identified hazards to their immediate supervisor for resolution of the concern. The supervisor will inform and actively work with the school administrator to resolve the concern. Employees will promptly report to their immediate supervisor any occupational injury or illness and seek immediate treatment, including the need for first aid.

Each employee will comply with the school's disaster and health policies and fire evacuation plan. (See APPENDIX VIII for Fire Evacuation Plan. The school's disaster and health policies are available in the emergency binder in the staff and parent resource binders in the office, and the classroom backpacks available for all classrooms)

Employees have the right to seek health and safety on the job. Employees also have the right to report safety concerns or hazards without fear of discipline or other reprisal by the agency. In addition, employees have the right to review agency records of occupational illnesses and injuries.

C. Communicable Disease

The Montessori School of Pullman endeavors to maintain a healthy environment for program participants and staff. Therefore, any staff member who has a serious communicable disease in an infectious stage that could be contracted in the normal course of work will be restricted from having direct contact with program participants or staff. An employee who is in doubt should contact her/his supervisor or the school administrator.

Staff with a communicable disease will notify their immediate supervisor of such illness after receiving the diagnosis and prior to returning to work. The school administrator or her/his designee shall notify all staff and potentially affected program participants within 36 hours of receipt of such notification. To prevent the spread of any contagious disease, all staff will take such prudent steps as gathering medical information and educational materials and applying them as appropriate.

D. Emergencies in the Workplace

Employees are expected to use good judgment to avoid emergencies whenever possible. To this end, employees are expected to acquaint themselves with the fire exits in each work location, know the location and operation of fire extinguishers, and refrain from activities that might result in a fire, such as smoking or using candles in the workplace, (except in limited and very controlled circumstances for candles, such as a child's birthday celebration), or by placing space heaters close to flammable materials. In case of fire, medical emergency, or the need for law enforcement, staff members are expected to call 911 immediately, then attend to the safety of themselves and others to the extent feasible. Only staff members with first aid and/or CPR training and/or certification will attempt to apply such treatment. In the case of disaster, the school administrator, or in her absence, the teacher-in-charge, will determine whether the school should be closed. The president of the board may also be consulted.

VIII. Use of Personal Vehicles FOR Transportation of Program participants

Due to liability concerns, only under limited circumstances (i.e. when the emergency contact and alternatives listed can not be reached) staff may transport program participants, volunteers or other staff members for

emergency medical reasons. Staff members who use their personal vehicles in an emergency will maintain personal automobile insurance, a current driver's license, and use seatbelts.

All children will only be transported in appropriate car seats.

IX. Grievance Procedure

A. If a staff member, volunteer, consultant, board member, or program participant has a grievance with another employee, volunteer, consultant, board member, program participant, or about service, the matter is first to be discussed with that individual or direct supervisor to resolve concerns. If you feel it is unsafe or unreasonable to do so you may have the option of communicating with that person's supervisor. Facilitated joint discussions also can be an option if preferred by the individual.

B. If the matter cannot be resolved through this discussion, the steps listed in the school's situation resolution guide should be followed.

C. In the case of a grievance against the school administrator, or an appeal of a grievance handled by the school administrator, the Situation Resolution Form in Appendix II and written documentation of efforts to date will be submitted to the President of the Board of Directors. A meeting with the individual with the grievance, the individual against whom the grievance is filed, the school administrator, and the Board of Directors or at least two members of the Board of Directors delegated by the Board to this meeting will be scheduled within two weeks of receipt of the form. During this meeting, the Board of Directors or its delegates may ask to caucus with any of the parties individually at its discretion. If the resolution reached during this meeting is unsatisfactory to the grieving party, the Board of Directors or its delegates will submit all documentation and its recommendation to the full Board of Directors for discussion at the next Board meeting. The decision of the full Board will be final. Due to confidentiality rights of staff and personnel, we may not be able to report to program participants or staff the outcome of a grievance.

E. The Board of Directors may suggest to the employee, volunteer, program participant, or Board member that voluntary binding arbitration or mediation be considered by the grieving party if the full grievance process does not result in satisfactory resolution of the grievance.

F. Job and performance-related grievances and related documentation will be included in the employee's personnel file. When a

grievance is appealed, copies of the relevant forms and documentation will be provided to the President, and/or full Board as appropriate.

X. FINANCIAL POLICIES

A. Lead teachers and program supervisors will be provided with a budget for the fiscal year. At least once a quarter, lead teachers and program supervisors will receive a printout of their expenses for that fiscal year to date to check for accuracy. Once the budget for a classroom or program is used up for the fiscal year, any additional purchases must have prior approval from the school administrator.

B. For reimbursement, documentation of expenses is required; without itemized documentation that clearly delineates the expense, payment will not be made. Unusual or non-routine expenses require prior approval by the school administrator for reimbursement to be made. The school administrator has the discretion to request additional documentation for reimbursements.

C. The school holds a credit card for on-line and over the phone purchasing. The school administrator and a designated board member have access to this credit card. Lead teachers have access to a credit card designated for incidental and limited classroom expenses for their classroom. Documentation such as receipts must be provided for each expense.

D. A school employee or volunteer may also request the use of petty cash to make purchases for school related business. Change and documentation must be returned to the school within five working days for the employee or volunteer to be able to request the use of petty cash for future purchases.

XI. POLICIES AND PROCEDURES REGARDING PROTECTIVE SERVICES AND MANDATORY REPORTING

A. Protective Services

Any person who is legally responsible for a child's or vulnerable adult's welfare who is suspected of being abusive or neglectful must be reported to child or adult protective services (CPS) within 24 hours. A legally responsible person includes, but is not limited to: parent, stepparent, older sibling (that are 18 years or older), babysitters, and school teachers. Anything which creates a threat to a child's health, welfare or safety will be reported. The school administrator may help make this call, but it should be noted that reporting

suspected child abuse to the school administrator does not relieve the staff member of responsibilities. It is strongly suggested that the staff member who suspects a case of child abuse remain in the room while the administrator makes the call to CPS.

Reports are made to CPS regarding:

Washington (RCW 26.44.030)

A child, someone under 18, that has suffered abuse or neglect (known or suspected abuse)

Report at first opportunity but no longer than 48 hours

The identity of the abuser must be included in the report if the identity is known.

The administrator maintains a file of specific definitions of abuse and neglect, and warning signs of abuse and neglect for employee review.

Idaho (IC 16-1605)

A child under 18 who has been abused, abandoned, neglected, or subjected to conditions which should reasonably result in abuse, abandonment, or neglect (known or suspected abuse)

Report within 24 hours

Reported information will focus on observed events, conditions and behaviors specifying the time, place, and frequency of the suspected abuse. If information is second-hand, it should be noted, and witnesses listed by name, address, and phone number. Supporting reports (i.e., police, medical) will be noted.

B. Mandatory Reporting

In accordance with the applicable Washington and Idaho statutes, in cases involving child abuse (see section A. above), risk of imminent harm to self or others or request for program participant information via a court subpoena, program participant information will be disclosed to the appropriate agencies (including law enforcement, prosecution, defense, and/or court, as appropriate or required) with or without consent of the program participant and families involved.

C. Subpoenas

Should records be requested by court subpoena, ordinarily the program participant/legal guardian will be given the opportunity to consent to the release of records if feasible. If feasible, the school administrator or her/his

designee will attempt to notify the affected family of the receipt of the subpoena and the legal necessity of complying with the court order.

D. Other Investigative or Legal Matters

1. All other matters of an investigative or legal nature and potential legal issues or concerns should immediately be brought to the attention of the school administrator and/or the president of the board.
2. In the event of a substantial or significant complaint or incident, including without limitation a complaint or incident that gives rise to an investigation or inquiry from an outside agency such as a law enforcement or a licensing agency, the school administrator shall immediately report such complaint or incident to the Board of Directors. The Board of Directors shall confidentially be informed of all relevant facts in Executive Session.

XII. POLICIES AND PROCEDURES FOR VOLUNTEERS AND INTERNS

A. Application and Training

1. All volunteers/interns interested in volunteering at the Montessori School of Pullman shall complete an application and an orientation.
2. Volunteers/interns shall submit to a Washington background clearance through the DCYF initially and every three years thereafter.
3. All volunteers/interns must have the results of a recent TB test on file, or other documentation acceptable to DCYF.
4. Volunteers/interns will be closely supervised by lead teachers or program supervisors.
5. Any concerns regarding a volunteer/intern should be discussed with the school administrator.

B. Internships

The Montessori School of Pullman actively cultivates its internship program given the mutual benefits derived by program participants, the intern, and the school. Candidates must apply to be accepted as an intern. Internships

offered are limited in number to avoid scheduling conflicts and overburdening the school with internship requirements. Internships may be paid or unpaid, depending on budgetary constraints and the program requirements of the intern. Interns are encouraged to apply for open positions within the school, if available, but being accepted as an intern at the school does not guarantee a paid or volunteer position at the school, once the internship is complete.

The Montessori School of Pullman provides financial scholarships to teachers seeking Montessori training (teacher-in-training). The scholarship may be awarded to a teacher-in-training for tuition at a recognized Montessori training program and/or provide paid leave for training purposes such as observing other Montessori Schools, attending classes, conferences, etc. These days will be in addition to days for professional leave given in the regular contract. In addition, the Montessori School of Pullman will pay for a substitute teacher during the days established for teacher-in-training purposes. The total cost to the Montessori School of Pullman for tuition assistance and paid leave will not exceed the amount of the teacher scholarship. The amount of the teacher scholarship will be set by the board in response to an application from a teacher for financial assistance for training purposes. Applications for financial scholarships to teachers for training purposes will be solicited at the discretion of the board, taking into account the current budget and circumstances.

XV. ABSENCE OF RULE

The absence of a rule or policy does not mean that the Montessori School of Pullman will not take action against a staff member, volunteer, or Board member if deemed appropriate. The school reserves the right to respond to behavior or omissions as it deems appropriate.

APPENDIX I

DISCLAIMER

No part of this Policy and Procedures Manual is a contractual agreement or part of a contractual agreement, either express or implied.

APPENDIX II

Situation Resolution Guide: •

Excerpted from “The Art of Getting Your Own Sweet Way” by Philip B. Crosby, 1981

The Montessori School of Pullman adheres to the practice of resolving situations efficiently and effectively at the level nearest to the situation, including all interactions between students, teachers, staff, administrators, and board members. Maintaining operational consistency is essential in the achievement of a positive school culture.

When a situation appears unresolved by speaking with the teachers and/or administrator, it may be best to document the situation to clarify and identify the problem more clearly. This guide will help the people involved in the situation to create a statement that will be useful for complete resolution of the situation.

Understanding that situations may be opportunities for success, parents, teachers, and the administrator will analyze each situation providing for:

- 1) Awareness and acknowledgment of the situation
- 2) Evaluation of the situation
- 3) Plan of action to resolve the situation
- 4) Assessment of the events and circumstances leading up to the situation

Instructions:

All who are affected may have the opportunity to participate in the situation resolution. All individuals who are directly affected by a situation should be informed with all the information necessary without compromising privacy issues not related to the situation.

When writing your statement, please consider answering the questions in the first two items (Awareness and Evaluation). Complete yet brief descriptions will help move the process along quickly. After completing the first two steps, please work with the others involved in the situation to complete item three: Action. When the situation is over and resolved, please complete step four to help in resolving issues better in the future.

A) Awareness: Define the situation

1. What seems to be the situation?

2. If possible, what specific dates and times did any relevant events occur?

3. How did I find out that the situation existed?
 4. Who else may be involved or affected?
 5. What is the potential effect of this matter?
 6. How serious is it? If it is minor, determine whether it has possibilities of gaining importance or magnitude over time.
- B) Evaluation: Evidence of the situation
1. What evidence leads me to believe that the situation exists?
 2. What is the specific source of this evidence?
 3. Do I know whether this evidence is factual? If I don't know, how can I find out?
 4. Can I list the steps that created the situation? Are any missing or vague?
 5. Whose mind might I need to change to resolve the problem?
 6. What does my mind think now?
 7. How will I know when the situation is resolved?
- C) Action: Implementation of the solution
1. Relate the key individuals to the key issues. Try to boil this down to one sentence.
 2. Why do the other individuals believe what they think about the situation?
 3. What would it take to change their or my mind about the situation, without creating another situation?
 4. What is the best method to use to change their mind about the situation?
 5. How do I (we) implement this method?
- D) Assessment
1. Once it is over, what steps do I take to avoid a similar situation from occurring?
 2. How do I break down the barriers that caused the situation?
 3. Was the solution beneficial for everyone involved?
 4. How well did the process of situation resolution work?

APPENDIX III

Fiscal Management Policies

1. One signature is required on checks for routine expenditures. Two signatures are required for non-operating expenditures over \$2,000. Checks are prepared by the school administrator and/or the designated member(s) of the board. No signatory will sign an operating check payable to themselves.
2. Prior approval of the Administrator - or the designated board member - is required for all timesheets necessary for payroll, and extraordinary expenditures. Within the approved budget, the school administrator also authorizes all invoices and payment requests for contracts, and other routine billings (rent, utilities, etc.).
3. The annual budget is prepared by the treasurer of the school board with the assistance of the school administrator. The budget is then reviewed by the Board and approved for adoption by the full Board.
4. The following sections of the Montessori School Policy and Procedures Manual will be reviewed annually by the Board of Directors to ensure sound financial practices: Conflict of Interest, Financial Policies and Fiscal Management Policies.
5. Fiscal reports are provided to the Board of Directors at scheduled Board meetings, at least quarterly and on an annual basis. Fiscal reports will include budget vs. actual report, balance sheet, and profit and loss statement. Additional reports may be requested by the Board as necessary.
6. Records of the school's income and expenses will be maintained internally by the school administrator, or designee, using book-keeping software.
7. As a 501(c)(3) non-profit organization, the Montessori School of Pullman will make the summary budget and audited financial statements Form 990 and exemption application available to any member of the public upon request.
8. When requested by the board, an audit is conducted by an external, independent CPA firm, the audit and related recommendations are reviewed and approved/accepted by the Board. Copies of the audit are made available for review by interested parties in the school office.

APPENDIX IV

Salary Schedule and Classifications

A yearly longevity increase may be given to the employee on the following full pay period after the anniversary date of initial employment or earlier at the beginning of the following fiscal year at the board's discretion. Performance increases may be given to the employee yearly dependant on available funding. Thereafter raises are given at the beginning of each fiscal year.

The inclusion of any given position title in this section does not imply that the school must maintain or offer each position listed at any given time.

APPENDIX V.

Employment Categories, Responsibilities and Qualifications

Exempt salaried - exempt from overtime laws.

Non-exempt salaried - must be paid for working over 80 hours per two-week period. (Non-exempt employees must clear overtime with administrator)

Hourly - not salaried

Leadership Team

Head of School and School Administrator: Exempt salaried

The Board of the Montessori School of Pullman delegates to the Leadership Team the responsibility for managing all operations of the school. The integrity of administration is maintained through clear delineation of the respective roles of the Board of Trustees, the Head of School and School Administrator and good communication between the Head of School, School Administrator, and the Board of Trustees. The Leadership Team will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting ones selves within the guidelines of the Montessori School of Pullman Handbook. The Leadership Team's responsibilities include:

- Maintaining a school atmosphere consistent with Montessori philosophy
- Providing leadership for the teaching and support staff
- Training new employees
- Communicating with the Board
- Implementing policies established with the Board.
- Overseeing the business operations of the school

- Evaluating the operations of the school
- Completing an annual performance review, submitted to the Board.
- Communicating effectively with staff

Lead Teacher, including co-leads: Exempt salaried.

The Lead Teacher will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. The Lead Teacher is responsible for:

- Ensuring the safety and physical well-being of students at all times
- Creating an appropriate learning environment consistent with Montessori philosophy
- Demonstrating respect for all children and Montessori families
- Maintaining professional conduct
- Completing an annual performance review
- Communicating effectively with staff

Assistant Teacher: Non - exempt salaried (May become exempt, due to salary increases based on experience and qualifications)

The Assistant Teacher will perform his/her duties as outlined by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. The Assistant Teacher will be responsible for:

- Ensuring the safety and physical well-being of students at all times
- Carrying out the directives and plans of the Lead Teacher.
- Managing assigned classroom duties
- Demonstrating respect for all children and their families
- Maintaining professional conduct
- Completing an annual performance review
- Communicating effectively with staff

Before and After School Child Care Provider(s): Non- exempt hourly

The Before and After School Child Care Providers will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. Before and After School Child Care Providers are responsible for the following general duties:

- Ensuring the safety and physical well-being of students at all times
- Creating an appropriate environment consistent with Montessori philosophy

- Maintaining the before/after school classroom so that it is orderly, clean, and attractive.
- Demonstrating respect for all children and their families
- Maintaining professional conduct
- Communicating effectively with staff

Lunch Bunch Supervisor: Non-exempt hourly

The Lunch Bunch Supervisor will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. The Lunch Bunch Supervisor is responsible for the following general duties:

- Ensuring the safety and physical well-being of students at all times
- Demonstrating respect for all children and their families
- Training and coordination of all adult helpers
- Keeping track of supplies and requesting supplies as needed from the administrator.
- Preparing the lunchroom
- Sharing the responsibilities of the Lunch Bunch helpers
- Communicating effectively with staff

Lunch Bunch Helpers: non-exempt hourly

The Lunch Bunch Helpers will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. The Lunch Bunch Helpers share the following responsibilities.

- Ensuring the safety and physical well-being of students at all times
- Demonstrating respect for all children and their families
- Helping children prepare their lunches.
- Cleaning the lunchroom
- Helping preparing children for their afternoon activities
- Communicating effectively with staff

Cleaning Staff: non-exempt hourly

The Cleaning Staff is responsible for cleaning the school to provide a safe and sanitary working and learning environment. The Cleaning Staff will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori

School of Pullman Handbook. The Cleaning staff will be responsible for cleaning the school all school rooms, including office, bathrooms, lunch areas and classrooms. The general duties include:

- Taking out the garbage
- Cleaning the floors
- Cleaning the bathrooms
- Communicating effectively with staff

Substitutes: non-exempt hourly

The Substitute will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. The duties of the substitute will be based on the needs of the position for which he/she is hired on any given day.

Employment Qualifications

Qualifications for All Staff:

- Current TB test
- Background Check (fingerprints if necessary)
- Current First Aid/ CPR/ Bloodborne Pathogens (HIV/AIDS) training

Additional Qualifications:

Lunchroom Supervisor:

- Current Food Handler Permit

Lunchroom Staff:

- Current Food Handler Permit

Lead Teachers:

- Montessori Teaching Certification
- Current STARS Certification
- Current Food Handler Permit

Assistant Teachers:

- Current Food Handler Permit
- STARS Childcare Basics

Administrator:

- Montessori Teaching Certification
- Current STARS Certification

Head of School:

- Montessori Teaching Certification
- Current STARS Certification

APPENDIX VI

COMPLETE JOB DESCRIPTIONS

ADMINISTRATOR/HEAD of SCHOOL JOB DESCRIPTION

Duties:

The Administrator assists the Montessori School Board of Trustees and staff in administering the day-to-day affairs of the school and maintaining a congenial relationship with the community. The Administrator is paid for 8 hours a day, 11 months of the year. Office hours are maintained as agreed upon by the Board and the Administrator so that both morning and afternoon families have access to the Administrator.

The Administrator is responsible for the following duties:

ENROLLMENT

--Handle the registration of new and returning students, collect registration forms and fees, plan an Open House to register new students, make and send invitations, handle advertising and publicity. At Open House, collect enrollment forms and registration fees.

--Compile balanced class lists of prospective new and returning students; work with parents and teachers to place children in classes.

--Enroll new students during the school year as necessary to keep each classroom at full enrollment, maintain the files and forms required, communicate with new families. Maintain a waiting list throughout the year and keep in contact with waiting-list families.

RECORD KEEPING

--Maintain all school files, children's files, teacher's files (contracts, conferences, required certifications, STARS continuing education classes), teacher in-service meetings, fire drills and fire inspections, accident-injury records, emergency records, policy statements and other records required by the Department of Children, Youth and Family Services (DCYF) Meet with DCYF inspectors and take care of payments, forms, requirements and maintenance needed to keep the Montessori day care license current. Prepare materials & school for the DCYF re-licensing inspectors, meet with them, and follow through with their requests after the visit.

--Maintain a log or record of school activities, letters, newsletters.

--Maintain a filing system of Board minutes, fundraising and social events, Montessori organizations, early childhood education organizations, Montessori teacher training, employee contracts, job descriptions, job applications, DSHS records, DCYF records, board member orientation packets, etc.

--Immunizations: make sure all immunization forms are on file and current; prepare immunization record report to the state; work with the state representative who comes to the school to audit the records.

--Work with DSHS representatives and families receiving DSHS funding to maintain the records necessary to qualify and to receive monthly funding.

--Maintain records for DCYF required criminal background checks for staff and volunteers.

INFORMATION AND EDUCATION

--Provide current, updated information to prospective families, answer phone calls, maintain written and e-mail correspondence, meet with interested families to answer questions, and provide a tour and observation of classroom interaction. Keep a list of people who request information.

--Give tours of the school and information to WSU, UI, and high school students; participate in interviews when students are required to interview an administrator and observe a preschool.

--Give information on Montessori teacher training to people interested in Montessori teaching as a career.

--Keep school information brochures, pamphlets and letters updated and in good supply. Maintain the Montessori web page and facebook page.

--Present talks and participate in panel discussions for WSU, UI, high school students and other groups.

COMMUNICATION, CORRESPONDENCE and COMMUNITY

--Handle all the mail sorting, business phone calls and letters, filling out and filing various forms for non-profit status, DSHS, DCYF survey forms and other business issues, letters to parents for documentation of childcare payments, documentation of donations or gifts to the school, and letters of recommendation.

--Edit and coordinate the writing and publication of the monthly Montessori newsletter.

--Thank people, businesses and families for donations, gifts, and services in the newsletter and by personal letter.

--Perform clerical tasks as needed: letters, typing, copying, and supply purchasing.

--Update and rewrite the Handbook and publish. Update and rewrite all the forms needed in the packets for each family and the forms needed in the children's files, order immunization forms.

--School calendar: work with the Board to set dates and holiday schedules; type, publish and distribute.

--Make class lists of families in the school; send letters confirming enrollment to all families in June; send letters to every family in July reminding them of the August tuition, and the upcoming Welcome Picnic. Keep in touch with families on the waiting list and new families moving to town.

--Assemble and make address labels for individual Handbook packets with appropriate forms, visitation letters, photos, lunch bunch letters, childcare letters in each one. Arrange for distribution of packets around town. Mail those out-of-town.

--Handle parent's requests for childcare, carpools, scheduling problems and include in the bulletin in handbook packet.

--Listen to parent's comments and concerns. Act as a mediator between parent and teacher as needed. Gather information for parents with a particular need.

--As a representative to the community, attend meetings of childcare directors, Palouse Association of the Education of Young Children, Child Care Resource and Referral meetings, meetings with school district principals, and others that are a link to child care organizations and professionals in the area whenever possible or deemed beneficial.

FINANCIAL MATTERS

--Responsible for the timely payment of all bills incurred by the school.

--Responsible for collection of tuition checks each month, distributing invoices, and late fee notices and follow up.

--Compiling for board review: quarterly statements, tuition payments, tax figures, payroll, billings, and filing of financial records. Complete banking duties.

--Distribute and collect payroll sheets twice a month, check accuracy of hours recorded and salary of salaried and non-salaried employees, substitute teachers and assistant teachers, lunch, and cleaning personnel. Review for accuracy, sign and distribute the checks.

--Maintain accurate sick leave, professional leave, and personal leave records for salaried employees

--Maintain accurate check records for review by board treasurer and/or auditor.

--Assist the treasurer in preparing the annual preliminary budget and final budget for the Board of Directors.

BOARD DUTIES

--Attend monthly board meetings, Board of Directors meetings, and general school functions.

--Assist president in planning the agenda for the Board meeting, prepare information for the Board meeting and present information as needed.

--Maintain records of board minutes, financials, and attachments presented at the meeting.

--Assist in finding people to serve on the board, prepare ballots and run elections, notify candidates, and school community of results.

--Assist in parental involvement, school activities and fundraising projects. These activities will be the responsibility of the board, but the Administrator will assist. The annual Benefit Dinner, rummage sale, T-shirt sale, Book Fairs, children's artwork sale, parent information night, International dinner, open house, end-of-the-year picnic, and get-acquainted-welcome picnic are all events in which the Administrator assists and attends.

--Reduced Tuition: Assist the board member handling reduced tuition in providing financial forms and information to families about the reduced-tuition program, collecting paperwork from candidates, awarding reduced tuition

scholarships, and informing them of the results.

INSURANCE

--Liability insurance, directors & officers' insurance, and accident insurance: complete the forms, letters, phone calls and inspections necessary for insurance coverage. Schedule payment and maintenance of the policies.

FACILITIES AND EQUIPMENT

--Lease with Gladish Community Center: collect the insurance forms and records needed, meet with Friends of Gladish (FOG) personnel and board to sign the annual lease.

--Participate in building tenant meetings and meetings with FOG representatives when needed.

--Work with Gladish Community Center to have maintenance done during the school year and in the summer provided by FOG in the lease agreement.

--Supervise and hire maintenance workers to have floors waxed, carpets cleaned, painting and other maintenance work done as approved by the board in coordination with the teachers and parent volunteers.

--Purchase or order all cleaning and maintenance supplies during school year and in the summer.

--Order Montessori classroom equipment that the teachers request, furniture for the classrooms, and classroom supplies as authorized by the board.

EMPLOYEE RELATIONSHIPS

--Lunch supervisors, school cleaning, and classroom cleanup employees: recruit, advertise, hire, and participate in scheduling, orientation, and training meetings.

--Submit forms for background checks of all employees and follow through with the certifications and health requirements that each employee must have, depending on the position. Maintain files for each employee of these records and requirements.

--Professional Development: Alert teaching staff to conferences and workshops available. Help staff maintain records documenting the 10-hours of continuing education that is required each year by the Washington State STARS program.

--Schedule a photo company to take individual and classroom photos,

coordinating with other schools. Follow up on problems with photo orders.

--Schedule vision screening and other professional help that is available for children and families.

--Write letters of recommendation and confirmation of employment for former employees.

--Prepare contracts for all employees.

--Participate in hiring of new employees, recruiting, advertising, interviewing, follow-up letters.

--Make a list of people who can substitute for teachers, assistants, lunch supervisors, cleaning people and childcare personnel. Provide a job description and a classroom observation time for each potential substitute teacher. Assist with calling substitutes when needed.

--Be in the classroom when substitutes aren't available, and lunchroom or classrooms are short staffed. When there is an emergency or when a teacher must leave unexpectedly, be in the classroom until more help can be found.

--Assist in conflict resolution.

--Plan an agenda for weekly teaching staff meetings; plan a year of monthly in-service meetings with teaching staff, coordinate the in-service, and keep the required records.

EVALUATIONS

--Evaluation of the School: prepare and distribute parent evaluation forms; collect them and share them with the staff and board, with a board member tabulating the results.

--Evaluation of employees: work with colleagues and professionals to provide information on work performance. Make classroom observations and provide feedback when requested or when deemed necessary. Request evaluation from a Montessori professional when requested or deemed necessary.

The administrator's position may be divided into several roles – Head of School, Administrative Assistant and Book – keeper – filled by members of a leadership team. If so, use the following job descriptions:

---Head of School Position Description---

GOVERNANCE

This position encompasses the operation of the Montessori School of Pullman (MSP) preschool and elementary school in coordination with the Administrator. The Head of School (HOS) reports to the MSP Board of Directors (BOD). The HOS keeps the school board fully informed on all relevant aspects of the operation of the school and maintains open, effective communication with the Administrator and the BOD. They will also work collaboratively with the Administrator, all office staff, teachers, and BOD to provide consistent and effective school leadership for The Montessori School of Pullman.

To promote excellence in Montessori administration and provide support for professional growth within our administrative staff, the BOD requests the Administrator to attend/participate in one administrative professional development activity/program/session per year to be signed off by the BOD. The HOS will also prepare a personal growth and reflection file at the beginning of the school year and perform a semesterly self-reflection, administrative team reflection, and team-mate reflection of the Administrator. The HOS should expect to participate in semesterly follow-ups with the BOD or an appointed special committee.

The Head of School performs or manages the performance of the following duties guided by the School's Mission & Vision statement and Bylaws:

VISION AND LEADERSHIP

- Works collaboratively with the Administrator to attract, recruit, motivate and support an outstanding and diverse faculty.
- Plays a leadership role in admissions, including recruiting and serving a diverse student body, and in outplacement of graduates of the MSP. This includes collaborating with the Administrator to provide school tours. This may include identifying weekly designated tour times and maintaining a shared calendar to coordinate tours based on whether the HOS or Administrator is available at that time.
- Leads the accreditation process and helps to ensure the School's professional standing. Ensures compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment.
- Works with the Administrator and Gladish Community & Cultural Center to foster a positive and safe school environment for the entire MSP community.

- Attends and participates in monthly board meetings and after school functions.

ADMINISTRATION

- Oversees and supervises the business functions of the school, including broad-scale budgeting and assisting the school's auditors.
- Performs account reconciliations and works with accountant to prepare month-end reports for BOD meetings. *This job is separate from the Administrator's role of performing day-to-day entries but is essential to maintain a proper checks-and-balances system.*
- Responsible for overall vendor management including, but not limited to payroll, facilities, contractors.
- Provide financial reports to the BOD and other agencies as mandated by law and in the school's bylaws.
- Takes a lead role in working with the BOD to set economic objectives, financial and accounting policies, and other fiscal policies and practices, as necessary.
- Is responsible for working with the Administrator and Hiring Committee to identify and hire high-quality faculty and staff.
- Works with Administrator to maintain student attendance records. Assists in contacting parents concerning questionable absences of students.
- Works with Administrator to perform parent call-backs to make arrangements for transportation home as necessary; communicates with parents concerning re-admission. Checks and maintains immunization records; follows up with parents, as necessary.
- Leads the evaluation of Montessori teaching staff.
- Supervises improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers.
- Arranges or leads professional development opportunities for faculty and staff. Includes putting on certified classroom assistant training sessions or pairing classroom assistant with appropriate training facility.
- Coaches new staff in Montessori curriculum and development. Ensures all teaching staff are supported in meeting expectations and providing a high-quality Montessori education.

- Works with classroom teachers and Administrator to coordinate the execution and organization specialty lessons and programs (Montessori Outdoor Science School, etc.).
- Provides oversight and tools for student assessments to ensure all students are ready for a successful transition to Pullman schools. Strives to collect, monitor, and maintain student performance and transition data.
- Supervises maintenance and enhancement of the buildings, grounds, equipment, and facilities of the School.
- Supervises all volunteer efforts such as those donated by individuals or the parents' association, booster clubs, alumni council, etc., all of which report to the HOS or his/her designee. Maintains current listings of volunteers and maintains records of background checks and fingerprinting. Ensures all teachers, staff, and volunteers have and use appropriate identification badges at school events.
- Work with the Administrator to plan and execute outreach and marketing for the purposes of maintaining enrollment and development. Provide board with early and accurate projections of enrollment from planning and outreach results.
- Serves as teaching staff MENTOR serving as **single point** of contact for:

HOS Role (MENTOR)	Administrator Role (MANAGER)
curriculum design & development	teacher-parent-child communication system
assessments and alignment with common core (elementary focus for latter)	staff meeting schedules
in-classroom protocols	technology in the classroom and between classroom and parents
modeling of lessons and procedures	timecards and PTO
procurement of classroom resources aligned with Montessori model	general daily scheduling & logistics
teacher-community resource liaison for student enrichment	office calendar management and design

***Note: 'single point' of contact does not remove the expectation that the HOS and Administrator collaborate effectively and make team decisions when appropriate. This does however clarify that, from a faculty and staff perspective, the administrator identified for the role is their single point of contact. Both administrative members should strive to foster a positive, collaborative working relationship with each other and all staff and support each other by training staff to acknowledge discrete administrative roles.*

DEVELOPMENT, GROWTH, AND PLANNING

- Works with the Administrator and BOD to identify capital, staffing, and faculty requirements needed for the School to achieve its Mission and Vision.
- With the BOD, provides guidance on long-range strategic planning and works with the Administrator to implement BOD directives and policies.
- Works collaboratively with the Administrator in development and fundraising, including solicitation of major gifts, cultivation of relationships with the School's supporters and potential supporters.
- Plays an active, visible leadership role in annual fundraising events.

COMMUNITY BUILDING

- Actively advocate for MSP in the greater community, state, and with the media. Communicate issues, concerns, and needs to the BOD.
- Provides frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate.
- Supervises the school's development efforts in identifying, cultivating, thanking, and communicating with past and prospective donors.
- Oversees the school's relations with its alumni including development and maintenance of the alumni database, communications programs, and special events.

DISCLOSURE

- This job description is not an all-inclusive list of responsibilities and the Administrative Team should work collaboratively to identify and divide new responsibilities that arise. Clear and proactive lines of communication should

be maintained between the Administrative Team and BOD to ensure proper support is provided to accomplish current, evolving, and new responsibilities.

- The Administrative Team should strive to be familiar with the others position to enable them to cover the necessary components in their partners absence or assist a sub in filling in temporarily.

Administrative Assistant Position Description

GOVERNANCE This position encompasses the operation of the Montessori School of Pullman (MSP) in coordination with the Head of School (HOS). The Administrator will report to the HOS and MSP Board of Directors (BOD). The Administrator keeps the HOS informed on all relevant aspects of the operation of the school and maintains open, effective communication with the HOS and the BOD. They will also work collaboratively with the HOS, all office staff, teachers, and BOD to provide consistent and effective school leadership for The Montessori School of Pullman.

To promote excellence in Montessori administration and provide support for professional growth within our administrative staff, the BOD requests the Administrator to attend/participate in one administrative professional development activity/program/session per year to be signed off by the BOD. The Administrator will also prepare a personal growth and reflection file at the beginning of the school year and perform a semesterly self-reflection, administrative team reflection, and team- mate reflection of the HOS. The Administrator should expect to participate in semesterly follow-ups with the BOD or an appointed special committee.

The Administrator performs or manages the performance of the following duties guided by the School's Mission & Vision statement and Bylaws:

VISION AND LEADERSHIP

- Works collaboratively with the HOS to attract, recruit, motivate and support an outstanding and diverse faculty.
- Works with the HOS and Gladish Community & Cultural Center to foster a positive and safe school environment for the entire MSP community.
- Collaborates with the Administrator to provide school tours. This may include identifying weekly designated tour times and maintaining a shared calendar to coordinate tours based on whether the HOS or Administrator is available at that time.
- Seeks and implements effective technological tools to improve and streamline office work and maintain records.

- Attends and participates in monthly board meetings and after school functions.

ADMINISTRATION

- Works with accountant to maintain ledgers for the school (*this does not include reconciling accounts, this falls under the HOS duties to maintain a proper checks-and-balances system*). Performs day-to-day entries (prepares and makes bank deposits; writes checks and enters bills (including insurance, rents, etc.)). Maintains transparent and appropriate QuickBooks and Excel records to streamline for accounting purposes and account reconciliation by HOS.
- Works with book-keeper to ensure payroll forms are processed, including insurance, retirement and other benefits. Maintains all records in professional, detailed, and transparent manner per the recommended format provided by the accounting firm.
- Ensures all staff comply with payroll processing in a timely and transparent manner. Develop and uphold policies to ensure employees are clear on timelines and reporting expectations. Develop, back-up, and disseminate appropriate guides to staff outlining expectations, who to contact for specific questions, and when items are due paired with consequences for not meeting deadlines.
- Responsible for working with the HOS and Hiring Committee to identify and hire high-quality faculty and staff.
- Manages the operation of the MSoP office. Develop school office procedures, methods, and practice. Uses own discretion, in collaboration with the HOS and BOD, to implement staff wide policies on technology, communication, and planning programs.
- Implements appropriate technology to maintain records, improve communication, and coordinate systems within the school and between the school and parents.
- Secures technical support and provides relevant training for office and classroom technology. Ensure classroom technology is being used appropriately and to its fullest potential.
- Works with faculty to ensure reports of student progress are provided to parents on a timely and helpful basis. Remains responsive to parent feedback and plans adjustments to procedures and reporting accordingly.
- Registers incoming students and processes enrollment materials; completes data entry on computer; coordinates services and information with sending/receiving

schools; completes procedures for students withdrawing from the school, maintains appropriate student records. Also ensures student records are appropriately backed up.

- Works with HOS to maintain student attendance records. Assists in contacting parents concerning questionable absences of students.
- Works with HOS to perform parent call-backs to make arrangements for transportation home as necessary; communicates with parents concerning re-admission. Checks and maintains immunization records; follows up with parents, as necessary.
- Maintains records and files for staff and student information; maintains staff absence records.
- Supervises arrange and manage substitutes.
- Assists HOS with the evaluation of Montessori teaching staff.
- Works in conjunction with the HOS to supervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers.
- Develops and administers operating and personnel policies for the School.
- Work with the HOS to plan and execute outreach and marketing for the purposes of maintaining enrollment and development.
 - Serves as teaching staff MANAGER serving as **single point** of contact for staff

DEVELOPMENT, GROWTH, AND PLANNING

- Works with the HOS and BOD to identify capital, staffing, and faculty requirements needed for the School to achieve its Mission and Vision.
- Works collaboratively with the HOS in development and fundraising, including solicitation of major gifts, cultivation of relationships with the School's supporters and potential supporters.
- Maintains social media presence.

COMMUNITY BUILDING

- Works with the HOS to provide frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate.
- Promotes effective public relations with parents and the public.

DISCLOSURE

- This job description is not an all inclusive list of responsibilities and the Administrative Team should work collaboratively to identify and divide new responsibilities that arise. Clear and proactive lines of communication should be maintained between the Administrative Team and BOD to ensure proper support is provided to accomplish current, evolving, and new responsibilities.
- The Administrative Team should strive to be familiar with the others position to enable them to cover the necessary components in their partners absence or assist a sub in filling in temporarily.

Book Keeper job description

Payroll and all associated tasks e.g. retirement, taxes, other benefits

Maintain the payroll profiles for all employees, including pay rates, withholding tax selections, sick, vacation and personal leave

Enter hours worked and process payroll for direct deposit payment on the 10th and 25th of each month

Submit withholding taxes to the IRS monthly

Invoicing

Enter and maintain customer information into QB for new students

Create invoices for tuition and fees monthly

Monitor and report on delinquent accounts

Paying bills

Process ALL disbursements in QB and print checks for signature and distribution

Decide on the timing of the disbursements to maintain adequate cash flow

Filing quarterly reports

Payroll related reports and tax payments:

IRS 941

Idaho withholding tax return

Washington Department of Labor and Industries (worker's comp)

Washington Employment Security Department

Unemployment Insurance

Family and Medical Leave

Preparing budget along with finance committee

Maintain EXCEL spreadsheet based forecast model

Enter approved budget details in QB for comparison reports

Reporting monthly to the board - budget vs actual, and offering suggestions to keep us on track.

For transparency:

- Admin will receive payments in QB.
- HoS will sign checks.
- Admin will make the bank deposits.
- HoS and Bookkeeper will reconcile bank accounts.

This is currently an independent contractor position, requiring approximately 40 hours of labor a month. Pay for this position is due on the 1st of each month. The contract would continue on a monthly basis unless cancelled by either party.

Lead Teacher Job Description

General Duties:

The Lead Teacher will faithfully perform his/her duties as outlined by the board by:

- Being familiar with and abiding by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook.

If co-lead teaching, both members of the teaching team will be responsible for the following. During the teacher preparation days before the academic year begins, the teaching team will provide a written document detailing how duties will be fairly divided e.g. record keeping, circle and lesson demonstrations, set up and/or clean up each day of the classroom.

The Lead Teacher will be responsible for the safety and physical well-being of students at all times by:

- Ensuring physical or auditory contact with the children
- Ensuring safety of all activities, materials, and food products available to children
- Reporting and recording any accidents or injuries to children in care
- Training and supervising of the Assistant Teacher.
- Training and supervising any other adults coming in contact with the children.
- Training, supervising, and recording monthly fire drills.
- Staying familiar with Emergency Evacuation plans
- Reporting suspected cases of abuse according to school policies

The Lead Teacher will be responsible for creating an appropriate learning environment by:

- Using the Montessori philosophy to provide the foundation for learning activities.
- Preparing an environment in which the furnishings, materials, and activities are complete, in good repair, and correspond to the developmental needs of the children.
- Maintaining and caring for an orderly, clean, attractive, and organized classroom
- Assisting with ordering, replenishing, and repairing materials and supplies as needed.
- Assisting with upkeep of school spaces external to the classrooms

- Working with other school programs to provide a safe and appropriate environment for all children.

The Lead Teacher will demonstrate respect for all children and their families by:

- Recognizing the uniqueness of each individual and responding to their developmental needs through observation, communication, direct and indirect instructional activities
- Demonstrating a positive, optimistic attitude about children while nurturing their independence and cooperative spirit
- Maintaining a properly functioning classroom initiating change to provide stimulation when necessary.
- Allowing children to contribute to the upkeep of the classroom environment.
- Maintaining current and accurate written records of children's developmental progress Providing parent conferences, meetings, and communications throughout the school year, in accordance with school policy
- Attending all school functions and participating in fundraising activities
- Affirming the cultural diversity of the school
- Effectively and professionally communicate with families through technology, written notes and in person.

The Lead Teacher shall conduct his/herself in a professional manner by:

- Understanding and promoting the school's mission, purposes and objectives and policies to parents/visitors/special guests in a positive and supportive manner
- Respecting the confidentiality of students, families, and school business
- Cooperating with staff members and working out differences in a mature and reasonable manner
- Attending all faculty meetings, in-service training, board meetings and other meetings as called by the Leadership Team or Board
- Responding to concerns of families or other staff in a timely and appropriate manner
- Utilizing opportunities for continuing education and maintaining current certifications as required
- Maintaining appropriate personal hygiene and dress

The Lead Teacher will demonstrate effective communication with the staff by:

- Meeting regularly with the members of the classroom team, so that all members (teachers, assistant teachers) remain involved and informed in decisions and planning.
- Discussing problems or concerns first with those directly involved.

- Discussing problems or concerns with all concerned, in a confidential way, with the focus on cooperative problem solving
- Asking for assistance, when needed, from the administrator in problem solving.

The Lead Teacher will complete an annual performance review.

Assistant Teacher Job Description

General Duties:

The Assistant Teacher will faithfully perform his/her duties as outlined by the board by:

- Being familiar with and abiding by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook

The Assistant Teacher will be responsible for the safety and physical well-being of students at all times by:

- Ensuring physical, visual, and auditory contact with the children
- Ensuring safety of all activities, materials, and food products available to children; keeping record of allergies and dietary needs
- Safely helping children clean bathroom accidents and maintaining bathroom cleanliness; Toddler Assistant Teachers safely and respectfully help with diapering and potty training.
- Encouraging children in self-care
- Reporting and recording any accidents or injuries to children while in the school's care
- Being familiar with Emergency Evacuation plans, as well as assisting and participating in monthly fire drills
- Reporting suspected cases of abuse according to school policies

The Assistant Teacher will carry out the directives and plans of the Lead Teacher by:

- Being acquainted with the Montessori Philosophy, its practices, and materials
- Having a working knowledge of the environment and its maintenance
- Assisting in the preparation of curriculum and materials as directed and according to the Montessori philosophy.
- Supporting the Lead Teacher's goals, plans and curriculum.

The Assistant Teacher will manage assigned classroom duties:

- Managing the arrival and dismissal of the children
- Supervising students during the absences of the Lead Teacher
- Preparing snack and keeping clear records of expiration and "opened on" dates.
- Planning snack and birthday celebration calendars
- Contributing ideas for and supervising special projects
- Replenishing certain supplies as directed in a timely fashion.

- Maintaining and caring for the classroom so that it is orderly, clean, attractive, and organized.
- Communicating daily lessons and upcoming events on class whiteboard
- Actively participating in documentation of individual children (incident reports, behavioral records, videos, and photos of achievement)

The Assistant Teacher will demonstrate respect for all children and their families by:

- Recognizing the uniqueness of each individual and responding to their developmental needs according to the directive of the Lead Teacher
- Phrasing directives positively when speaking with children.
- Establishing a positive relationship with students characterized by mutual respect and good will, while recognizing differing roles of adult and child
- Demonstrating a positive, optimistic attitude about children while nurturing their independence and cooperative spirit
- Allowing children to contribute to the upkeep of the classroom environment.
- Protecting the peace and privacy of the children at work
- Maintaining a strong relationship with the parents, relationships characterized by mutual respect and good will.
- Participating in all special events sponsored by the school.

The Assistant Teacher will maintain professional conduct by:

- Understanding and promoting the school's mission, purposes and objectives and policies to parents/visitors/special visitors in a positive and supportive manner
- Respecting the confidentiality of students, families, and school business
- Cooperating with staff members and working out differences in a mature and reasonable manner
- Attending all faculty meetings and in-service training
- Continuing professional education, personal development and current certifications as required by legal requirements.
- Participating in an annual performance evaluation
- Maintaining appropriate personal hygiene and dress
- Modeling integrity, curiosity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural and gender issues and diversity

The Assistant Teacher will demonstrate effective communication with the staff by:

- Meeting regularly with the members of the classroom team, so that all members (teachers, senior assistants, assistant teachers) remain involved and informed in decisions and planning.
- Discussing problems or concerns first with those directly involved.
- Asking for assistance, when needed, from the administrator in problem solving.

The Assistant Teacher will complete an annual performance review.

Before and After School Care Job Description

The Before and After School Child Care Providers will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook.

The before/after school care person will ensure the safety and physical well-being of students at all times by:

- Ensuring physical, visual, and auditory contact with the children
- Ensuring safety of all activities, materials, and food products available to children
- Reporting and recording any accidents or injuries to children while in the school's care
- Being familiar with Emergency Evacuation plans, as well as assisting and participating in monthly fire drills
- Reporting suspected cases of abuse according to school policies
- Prepare a full signature sign-in/sign out register for parents & record hours for each child.
- Maintain an emergency file for each child by the telephone.
- Never leave children unsupervised at any time for any reason
- Never allow a child to leave the room without adult supervision.
- Always maintain a ratio of 1 adult to not more than 10 children.

The before/after school care person will create an appropriate environment consistent with Montessori philosophy by:

- Set up the childcare room with activities and materials appropriate for children in a Montessori environment, working with the teaching staff
- Plan a snack time, working with the staff.
- Implement the Montessori discipline policy, working with the staff.

The before/after school care person will maintain the before/after school classroom so that it is orderly, clean, and attractive by:

- Prepare the room and activities before children arrive.
- At the end of the day: clean or wash equipment, dishes, tables, shelves, and other soiled items; vacuum the carpet; turn off lights; close windows; lock doors. Weekly: dust shelves and materials

The before/after school care person will demonstrate respect for all children and their families by:

- Welcome the children/parents to the before/after school program.
- Maintain communication with parents of children in the program.
- Recognizing the uniqueness of each individual and responding to their developmental needs
- Phrasing directives positively when speaking with children.
- Establishing a positive relationship with students characterized by mutual respect and good will, while recognizing differing roles of adult and child
- Demonstrating a positive, optimistic attitude about children while nurturing their independence and cooperative spirit
- Allowing children to contribute to the upkeep of the classroom environment.
- Protecting the peace and privacy of the children at work
- Maintaining a strong relationship with the parents, relationships characterized by mutual respect and good will.

The before/after school care person will maintain professional conduct by:

- Understanding and promoting the school's mission, purposes and objectives and policies to parents/visitors/special visitors in a positive and supportive manner
- Respecting the confidentiality of students, families, and school business
- Cooperating with staff members and working out differences in a mature and reasonable manner
- Attending all faculty meetings and in-service trainings
- Continuing professional education, personal development and current certifications as required by legal requirements.
- Maintaining appropriate personal hygiene and dress
- Modeling integrity, curiosity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural and gender issues and diversity

The before/after school care person will communicate effectively with staff by:

- Inform the teaching staff of special concerns about a child.
- Discussing problems or concerns first with those directly involved, with a focus on cooperative problem solving.
- Asking for assistance, when needed, from the administrator in problem solving.

Lunch Bunch Supervisor Job Description

The Lunch Bunch Supervisor will be familiar with and abide by all rules, regulations and policies put forth by the Board of Directors, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook.

The Lunch Bunch Supervisor will ensure the safety and physical well-being of students at all times by:

- Ensuring physical, visual, and auditory contact with the children
- Ensuring safety of all activities, materials, and food products available to children
- Reporting and recording any accidents or injuries to children while in the school's care
- Being familiar with Emergency Evacuation plans, as well as assisting and participating in monthly fire drills
- Reporting suspected cases of abuse according to school policies
- Never leave children unsupervised at any time for any reason
- Never allow a child to leave the room without adult supervision.
- Always maintain a ration of 1 adult to not more than 10 children.
- Maintaining and filing sign in sheets for lunch bunch

The Lunch Bunch Supervisor will demonstrate respect for all children and their families by:

- Welcome the children to Lunch Bunch.
- Maintain communication with parents of children in the program, as needed.
- Recognizing the uniqueness of each individual and responding to their developmental needs
- Phrasing directives positively when speaking with children.
- Establishing a positive relationship with students characterized by mutual respect and good will, while recognizing differing roles of adult and child
- Demonstrating a positive, optimistic attitude about children while nurturing their independence and cooperative spirit
- Allowing children to contribute to the upkeep of the classroom environment.
- Protecting the peace and privacy of the children at work
- Maintaining a strong relationship with the parents, relationships characterized by mutual respect and good will.

The Lunch Bunch Supervisor will train and coordinate the work of all adult helpers by:

- Train all adult helpers regarding the Montessori discipline policy, safety, and evacuation drills, reporting suspected abuse, food safety.
- Prepare a list of substitutes with the Administrator and distribute to each adult helper.

The Lunch Bunch Supervisor will keep track of supplies and requesting supplies as needed from the administrator/parents.

- Monitor the use and need of the following supplies: Paper towel, bleach, dish detergent, dishwasher detergent.
- Work with the Leadership Team to send out reminder letter(s) to parents, requests for substitutes, and any other details.

The Lunch Bunch Supervisor will help prepare the lunchroom by:

- Coordinating the adult helpers for set-up daily
- Supervising the child helpers for set up daily.
- Make sure the beginning of the year set up and end of the year clean up is complete. Duties may include cleaning refrigerator, checking the dishwasher, food cupboards.
- Maintain a clean environment through the year including cleaning the refrigerator inside and on top, the microwave, the shelves, and windowsills. Emptying and cleaning compost bin. Emptying recycling bins.
- Schedule and supervise routine cleaning, including cleaning done on a daily and weekly basis.

The Lunch Bunch Supervisor will share the responsibilities of the Lunch Bunch helpers.

The Lunch Bunch Supervisor will write an article for the newsletter about Lunch Bunch.

The Lunch Bunch Supervisor will communicate effectively with staff.

Lunch Bunch Helper Job Description

The Lunch Bunch Helpers will be familiar with and abide by all rules, regulations and policies put forth by the Board, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook.

The Lunch Bunch Helpers will ensure the safety and physical well-being of students at all times by:

- Ensuring physical, visual, and auditory contact with the children
- Ensuring safety of all activities, materials, and food products available to children
- Reporting and recording any accidents or injuries to children while in the school's care
- Being familiar with Emergency Evacuation plans, as well as assisting and participating in monthly fire drills
- Reporting suspected cases of abuse according to school policies
- Never leaving children unsupervised at any time for any reason
- Never allowing a child to leave the room without adult supervision.
- always Maintaining a ration of 1 adult to not more than 10 children
- Ensuring that all students are signed into lunch bunch, and that KG students arriving from the school bus are signed into their classrooms.
- Counting students before and after any transition (e.g., before going to the gym, and on arrival at the gym, and again as we leave the gym)

The Lunch Bunch Helpers will demonstrate respect for all children and their families by:

- Welcome the children to Lunch Bunch.
- Maintain communication with parents of children in the program, as needed.
- Recognizing the uniqueness of each individual and responding to their developmental needs
- Phrasing directives positively when speaking with children.
- Establishing a positive relationship with students characterized by mutual respect and good will, while recognizing differing roles of adult and child
- Demonstrating a positive, optimistic attitude about children while nurturing their independence and cooperative spirit
- Allowing children to contribute to the upkeep of the classroom environment.
- Protecting the peace and privacy of the children at work

The Lunch Bunch Helpers will set up/supervise child helpers to set up the lunchroom by:

- Setting chairs on the floor at the tables
- Wiping tables/tablecloths, using established three step process.
- Setting places with name-cards, if applicable
- Placing a lunch box at each setting (see seating chart if needed)
- Providing dishware and silverware as needed for children's use.
- Unloading the dishwasher, if needed, and returning clean dishes to their storage areas
- Checking for bathroom and hand washing needs as children arrive

The Lunch Bunch Helpers will help children prepare their lunches by:

- Helping children settle in places and open their lunches, putting lunch boxes under chairs, as needed.
- Wiping tables, sweeping floor, and other cleanup as needed

The Lunch Bunch Helpers will clean the lunchroom by:

- Helping children clean up their places.
 - Rinse cup, plate and silverware and place in dishwasher
 - Paper napkins thrown away.
 - Fruit and vegetable scraps put in compost bucket, if in use
 - Lunchbox placed on shelf.
- Wiping all tables or tablecloths, using established three step process.
- Spray chairs with bleach solution. Stack, if needed.
- Putting milk and juice in refrigerator
- Clearing silverware baskets from tables and put in cabinet.
- Clearing water pitchers and place in dishwasher
- Clearing flower vases and place on windowsill
- Checking that dishes in dishwasher are stacked properly.
- Running dishwasher
- Putting any used cloths in bucket of dilute bleach water under sink, or in laundry basket, as applicable to the class.
- Sweeping the floor
- Dumping garbage in dumpster; replace plastic bag in garbage can by sink.
- Doing weekly laundry

The Lunch Bunch Helpers will help children prepare for their afternoon activities by:

- Supervising playtime for children staying at Montessori.
 - Move children into the playground or gym.
 - Count children/take attendance before going to the playground or gym.

- Escorting children in their lines to class after playground/gym

The Lunch Bunch Helpers will communicate effectively with staff.

Cleaning Staff Job Description

The Cleaning Staff is responsible for cleaning the school to provide a safe and sanitary working and learning environment. The Cleaning Staff will be familiar with and abide by all rules, regulations and policies put forth by the Board of Directors, complying with all relevant statutes, regulations, and ordinances of the State of Washington, and conducting oneself within the guidelines of the Montessori School of Pullman Handbook. The Cleaning staff will be responsible for cleaning the school (classrooms, bathrooms, lunchroom, and after-school care room).

The Cleaning Staff will take out the garbage by:

- Emptying all wastebaskets
- Replacing paper bag or plastic liners
- Washing out garbage cans as needed (on weekends)

The Cleaning Staff will clean the floors by:

- Vacuuming the carpet
- Sweeping and mopping the vinyl floors

The Cleaning Staff will clean the bathrooms by:

- Sanitizing the toilets
- Washing the sinks
- Washing walls behind toilets (on weekends)

The Cleaning Staff will communicate effectively with staff.

APPENDIX VII

Whistleblower and Non-Retaliation Policy

I. General

The Montessori School of Pullman policies and procedures requires directors, officers, employees, parents, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As directors and employees of the Montessori School of Pullman, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

II. Reporting Responsibility

It is the responsibility of all directors, officers, employees, parents, and volunteers to comply with and to report violations or suspected violations of the Montessori School of Pullman policies, practices, or laws in accordance with this policy.

III. No Retaliation

No director, officer, employee, parent, or volunteer who in good faith reports a violation of Montessori School of Pullman policies, practices or law shall suffer harassment, retaliation, or adverse employment consequences. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

IV. Reporting Violations

Directors, officers, employees, parents, and volunteers should share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, employees, parents, and volunteers should report such matters to the Montessori School of Pullman Director. If an employee, parent, or volunteer is not comfortable speaking with the Director or is not satisfied with the response, that employee, parent, or volunteer is encouraged to report to the Montessori School of Pullman Board President and/or member representatives to the board.

V. Acting in Good Faith

Any good faith report, concern or complaint is fully protected by this policy, even if the report, question, or concern is, after investigation, not substantiated. Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Montessori School of Pullman policy, practice, or law. Any allegations that prove not to be substantiated and have been made maliciously or with knowledge that they were false will be treated as a serious disciplinary offense.

VI. Confidentiality

Upon the request of the complainant, Montessori School of Pullman will use its best efforts to protect the confidentiality of the complainant for any good faith report. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

VII. Handling of Reported Violations

All reports will be promptly investigated, and appropriate corrective action will be taken if warranted by the investigation. The complainant will be informed that follow-up has or is occurring within two weeks after the Director or Board President has received the complaint or report. The full board shall be informed of all such complaints or reports.

APPENDIX VIII

**Fire Evacuation Plan
WAC 212-54-080**

- I. If there is a discovery of a fire in the classroom:
 - A. One adult turns off the lights, closes the door or windows, and leads the children out the fire exit.
 - B. The children will be well practiced and know to form a single line calmly and quickly in response to the fire alarm.
 - C. The adult at the end of the line locates missing children, turns off lights, and closes the door before leaving the room. All children will be accounted for before the last adult leaves the room.
 - D. The second adult assesses the fire and activates fire extinguisher, if safe to do so.
 - E. If fire is not able to be contained, the adult calls 911 and activates building alarm, and notifies the Gladish community Center office that the alarm has been activated.

- II. If a fire alarm sounds in the building alerting us to problems elsewhere:
 - A. The children will be well practiced and know to form a single line calmly and quickly in response to the fire alarm.
 - B. One adult will be at the head of the line and the other adults will be at the rear to assist children during the evacuation.
 - C. The adult at the end of the line locates missing children, turns off lights, and closes the doors and windows before leaving the room. All children will be accounted for before the last adult leaves the room.

- III. If using the window exit:
 - A. The lead adult will open the window and climb out to assist all children as they exit out the window.
 - B. The other adults will be the last ones out assisting the children to exit in single file.
 - C. The last adult out turns off lights, locates missing children, and closes the door before leaving the room. All children will be accounted for before the last adult leaves the room.

- IV. If using a hallway exit:
 - A. One adult will be at the head of the line, assessing the situation before moving onward. All other adults will be in the rear assisting the children.

- B. The children will file out the classroom door in a single file, calmly and quickly moving to the nearest outside exit.
- C. The adult at end of line locates missing children, turns off lights, and closes the door before leaving the room. All children will be accounted for before last adult leaves the room.