



INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

TO: Indiana State Board of Education
FROM: Brian Murphy, Chief of Staff
RE: Freeway Accreditation – Alyssum Montessori School
DATE: June 6, 2018

Recommendation – Approve Alyssum Montessori School’s (“Alyssum”) petition for freeway accreditation effective June 13, 2018.

Overview

Alyssum petitions the SBOE for freeway accreditation starting in its first year of operation - the 2018-19 school year. IC 20-26-15-13(d) and (e) state that:

- (d) The state board shall accredit a nonpublic school that:
 - (1) becomes a freeway school under this chapter; and
 - (2) complies with the terms of the contract.
- (e) The state board may accredit a nonpublic school under this section at the time the nonpublic school enters into the contract under subsection (a).

Alyssum will operate in Fort Wayne, Indiana at 916 S Calhoun Street. Alyssum has leased the premises and the space will be ready for the coming school year. In 2018-19, Alyssum projects it will serve approximately 20 students from pre-kindergarten to grade 6, with plans to expand. Alyssum intends to admit any child, up to capacity, from all income levels and walks of life.

School Staff

Suzanne Ulmer is a founder and will serve as a school leader and teacher. Ms. Ulmer has extensive experience working with children and, notably, teaching in two Montessori schools – Three Rivers Montessori School in grades one through three and most recently at Oak Farm Montessori School in Avilla, Indiana, in grades one through six. Ms. Ulmer is credentialed by the American Montessori Society.

Sara Gensic is a co-founder and will also serve as a school leader and teacher. Ms. Gensic has a long history of serving students as a teacher, including experience in other Montessori schools. Ms. Gensic taught at Oak Farm Montessori School and obtained an Association Montessori Internationale Elementary Certification from the Hershey Montessori Training Institute in 2013.

Alyssum plans to appoint three board members and hire additional staff as the school expands.



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Academics

Alyssum is affiliated with the Wildflower Network of Montessori Schools (“Network”) which operates under the umbrella of the Wildflower Foundation, an independent non-profit corporation with schools in the Continental United States and over-seas. Alyssum will utilize the Network’s core values and philosophy. Pursuant to this philosophy, Alyssum will create prepared environments where teachers will guide children through a structured curriculum aligned to Indiana Standards.

Alyssum’s vision includes self-construction as the cornerstone of the classroom, where a developmentally appropriate environment fosters learning based on the child’s individual needs and learning style.

Support

Being part of the Network has numerous advantages. The Network will provide supports to Alyssum including curriculum and assessment plans, student education and budget tracking systems, professional development, marketing design strategies, fundraising assistance, startup assistance, and other supports when needed. Additionally, Alyssum plans to connect with Fort Wayne Community Schools for special needs evaluation services as needed.

Attachments

Attached to this memo you will find the: 1) business plan, 2) budget, 3) family handbook, and 4) school leader resumes.



School Business Plan

Executive Summary

Wildflower Schools, like Alyssum, offer beautiful, child centered, multi-age learning environments that support children and families from diverse backgrounds as they grow and learn. The model combines time-tested, research-supported Montessori methods in small shop front classrooms with promising new ideas in community connectedness, parent engagement, intentional student diversity, teacher empowerment, and data-driven instruction. Alyssum aspires to give children and families the opportunity to choose high quality, nurturing learning environments for their children despite household income levels.

Alyssum is the first school in Indiana affiliated with the Wildflower Network of Montessori Schools. The first Wildflower School, opened in 2014 in Cambridge, Massachusetts, as a single shop-front early childhood program. Wildflower quickly captured the attention of parents, teachers, and community leaders in Massachusetts and beyond. Over the next 2 years, 7 additional schools opened in Massachusetts and within the public schools in Puerto Rico. Additionally, a network of support, coaching, and guiding principles was created to define what it means to be a Wildflower School. Wildflower began when Sep Kamvar, MIT Media Lab professor, partnered with two Montessori veteran teachers, Mary Rockett and Katelyn Shore. Sep was looking for a certain educational experience for his son, Dario, that blurred the lines between home and school. Today, Wildflower supports “hubs” of schools in Cambridge, Minnesota, Colorado and Puerto Rico and several “pioneering schools” in North Carolina, Kentucky and Fort Wayne, Indiana.

Wildflower Schools, like Alyssum, serve 20-30 children in a one or two multi-age classroom, which research shows engages students and teachers more completely. We are committed to give each student what they need to fulfill their potential. We are authentic Montessori schools, in which students follow interests and choose what they

work on, move at their own pace and stick with topics until mastered. Montessori integrates academic and socioemotional objectives. Research demonstrates long-term positive impacts on both from even a few years of early exposure to a quality Montessori environment. Like the other Wildflower Schools, Alyssum is teacher-led, with teachers in the classroom and managing administration. The implementation of these ideas results in conceptually consistent schools that are rigorous, child-centered and personalized; beautiful; have active roles for parents and a commitment to research and innovation.

Alyssum's plan is to serve children ages 3 to 12. As we are just beginning, our emphasis is on our younger learners and we will grow with them and with the needs of our Fort Wayne community. Most American children attend large public schools offering teacher-centered, one-size-fits-all instruction focused on meeting minimum standards. Far too many students are disengaged, and many emerge underprepared for college and the demands of 21st century economies and societies. Only 11% of low income students and 6% of African American students complete high school ready for college. The creation of an ordered and beautiful Montessori learning environment can help erase these achievement gaps. In terms of support for the creation of a school, like Alyssum, "one early study found...that when a child's home was rated as having "interior decor varied in an organized way," very young children showed a higher level of cognitive functioning" (Wachs, Uzgiris, & Hunt, 1971) (qtd.in Lillard, 333). Additionally, new research from the University of Virginia has found that a Montessori preschool education helps typically under-performing low-income students keep pace with their higher-income peers. Basically, exposure to a Montessori learning environment as a young learner, can help erase the income achievement gap for the same learner in one's elementary years. Education can and needs to be done differently for the sake of our children.

Key Leadership

We are certified Montessori educators committed to equity in education and are creating a small Montessori storefront school that promotes diversity in an inclusive multi-age learning environment. Montessori education is time-tested and supports the needs of children academically, emotionally, physically, and spiritually by inviting the home and community into the educational process. In addition to teaching, we will also be administrating Alyssum. Teacher-Leaders manage finances, marketing and day to day operations. The Wildflower Foundation provides us with start up support, tech utilities for bookkeeping, enrollment and marketing, and monthly "virtual" tactical meetings with other Wildflower Schools located outside of established hubs.

Suzy Ulmer

Montessori Teacher, ages 6 to 12

Leader and Co-Founder of Alyssum Montessori School

Suzy found her love for children after volunteering at a local therapeutic horseback riding center. While growing her family, she earned a Masters in Education from Indiana University-Fort Wayne focused on marriage and family counseling. She worked regionally to provide homebound preschool services to low-income families and taught parenting classes for a social service agency in Fort Wayne. She discovered Montessori elementary education at a local Montessori School while serving on their board. She has relished being in the classroom these past 14 years. She loves teaching children to appreciate Earth's beauty and the laws of nature through science and ecology lessons. She is excited to have found The Wildflower Network and to be given an opportunity to pioneer a unique, educational perspective in Fort Wayne.

Sara Gensic

Montessori Teacher, ages 6 to 12

Leader and Co-Founder of Alyssum Montessori School

For the past 20 years, Sara was either in the classroom or the library. She has been fortunate to work with children of all ages from infants through high school and places great value on collaboration with parents, students, and teachers. While she loves Montessori Cosmic Education for elementary students, some of her favorite lessons include Ancient Civilizations, Peace Studies with Montessori Model United Nations, and Writer's Workshop. She is overjoyed to be part of the first Wildflower school in Fort Wayne and the state of Indiana. Likewise, Sara feels grateful to continue sharing Montessori with families in Fort Wayne as she was able to do for her own children for many years.

Financial Projections

Our budget projections are very conservative and are a worst-case scenario projection. Our actual funding gap for start up and our first year could vary between around \$50,000 to over \$80,000, depending on various factors. For example, one of the Primary teaching candidates we are talking with has an entire Montessori Primary classroom, for ages 3 to 6. She is willing to loan the materials to us temporarily, and we could purchase our own materials more slowly over the course of three years. Additionally, if we are approved to participate in Indiana's School Choice Program, we will need to establish a scholarship fund, (SGO), to serve as a pathway for low income

families to attend Alyssum. We would need at least \$15,000 in this fund. Finally, our current budget plan for renovations to the space we are pursuing for Alyssum would only include ADA updates for the first year. With start up funds, we would be able to create a traditional Montessori home-like environment before our doors open in September 2018. The bright side to this scenario is that with start up funds, we have the potential to be self-sustaining by Year 2.

	Revenue	Expenses
Start-Up	\$ 8,8000.00	\$ 55,000.00
Year One	\$ 152,900.00	\$ 180,033.00
Year Two	\$ 237,500.00	\$ 207,882.13
Year Three	\$ 318,096.00	\$ 241,644.75
Year Four	\$ 326,048.00	\$244,736.59
Year Five	\$ 334,200.00	\$296,614.06

Statement of Vision

Alyssum Montessori School’s Vision

True learning happens through self-construction and is the cornerstone of a Montessori classroom where a developmentally appropriate environment, prepared by a Montessori trained guide supports a child’s individual needs and learning style.

Our Hopes for Alyssum Montessori School

A more beautiful world begins with the way we treat each other and our environment. Reaching towards one another in a spirit of gratitude and humility fosters a sense of connection to one’s community. At our root is the belief that the Montessori philosophy of education is for our community of children and adults no matter age, race, gender, ethnicity or religious affiliation.

Location for Alyssum

Inspired by the work of our city government and Greater Fort Wayne, Inc., we are encouraged to become a part of two goals.

- **Healthy Neighborhoods:** Enhance, preserve and stabilize the residential quality of the area through maintenance and rehabilitation of the housing stock and to provide safe, sanitary and suitable homes for all current and future residents of low to middle income.
- **Healthy Businesses:** Enhance, improve, and protect residential and commercial properties and neighborhood character through the use and enforcement of Zoning Ordinance provisions.

Our proposed location for Alyssum Montessori School is within the 46802 zip code of “downtown” Fort Wayne. Within this zip code, a private Montessori elementary education is currently not available. 46802 is considered the “downtown core” of Fort Wayne. We are very visible and accessible to those living and working in the downtown community.

Projected Enrollment and Target Student Demographics

Alyssum Montessori School’s goal for enrollment is two classrooms modeled after the Wild Rose School in Cambridge, MA. At capacity, we plan to serve Pre-K through 6th grade with 18-20 students in the Primary classroom, (ages 3-6) and 18-20 students in the Elementary classroom, (ages 6-12). This breaks down to 4-5 students per age.

As downtown Fort Wayne transforms itself through renovation projects and urban residential options increase, families of all income levels continue to move into the areas of our proposed location seeking “quality of place” which includes education for their children. Many of these families do not fit into current options. They are looking for alternatives that promote values including a small home-like setting where children are engaged in their community, encouraged to develop independence, and **learn at their own pace**. We believe authentic Montessori, specifically the Wildflower model, speaks to these values.

Instructional Philosophy

Alyssum Montessori School has authentic Montessori philosophy as its core principle, established over 100 years ago by Dr. Maria Montessori, in poverty stricken tenement houses in Rome, Italy. In a Montessori classroom, students choose what they work on, follow their interests, move at their own pace, and stick with topics until they’ve mastered them, **in prepared environments where teachers guide children through a structured curriculum that ensures they cover core concepts and meet modern**

educational standards and more. Montessori integrates academic and socio-emotional objectives to educate the “whole child”.

In addition to Montessori, the Wildflower Network of Schools also embraces eight other principles in each of its schools. These include: Home, Equity, Teacher-Led, Innovation, Nature, Beauty, Network, and Shopfront.

Montessori and Peace Education

Peace Education and Cosmic Education are embedded in everything we do. Starting with our youngest children learning self-control and conflict resolution skills building up to classroom community, cooperation and collaboration meetings by lower elementary. Then, we reach out and relate to others in our community and neighborhoods by discussing the fundamental needs of all humans. The ultimate goal is to nurture the same peace and understanding in our whole world and to build empathy for people who we have never met. A culminating experience for upper elementary and middle school children is to serve as a delegate at the Montessori Model United Nations. From this work at the United Nations, many children organize service projects for their own communities or become involved in supporting the work of Non-Governmental Organizations, NGOs, like “Feed the Children”.

Planning Timeline

The following is the planning timeline submitted to Wildflower back in August of 2017. Much of the work has been completed which explains the highlighting for much of the text. The Alyssum timeline was created in two phases covering both pre and post affiliation with Wildflower. The creation of the timeline was based upon the timelines of Wildflower schools that have come before Alyssum, and we value the lessons learned by those first founders and teacher-leaders. We have worked hard to keep track of our own learning along the way, so that we can help other Wildflowers in the planning pipeline as well, particularly those that may soon sprout up in Indiana.

July 2017

-Complete Startup Roles & Responsibilities (Team)

-Secure Name and Trademark for School (Q, Mid-Late July)

-Begin Start-Up Funding Application (Sara) **Not Available for Schools Outside of Hubs**

-Begin 501C3 Formation (Q & Doug)

-Learn Board Requirements (M, Q, N)

August 2017

-Submit Alyssum School Plan to Foundation (Team, August 1st)

-Submit for 501C3 (Q, Mid-August)

-Officially appoint board members & set meeting schedule (All, Mid-August)

-Continue visiting potential facilities for rental space

September 2017

-Logo design, website content writing

-Begin work for Parent Info. Sessions. (All - Mid-September)

-Sign Wildflower Affiliation Agreement (Mid-Late September)

-Wildflower Systems set up, i.e. Email, Slack & TC etc. (S, September 30th)

-Meet with PNC, Catherine Hill, for potential funders / investors (All) (Share Facebook, Touch-back email needed)

-Continue researching Freeway Accreditation and School Choice (SGO might be an option)

October 2017

-Ready to launch Alyssum Website (October 31st)

-Become familiar with Transparent Classroom, used for admissions and record-keeping

-Continue writing policies and handbook for Alyssum families Parents liked having a "tentative" calendar for Alyssum available at the Parent Info Session in November

-Announce Alyssum on other social media platforms, beyond Facebook. (Mid October)

-Design brochures for "target areas" announcing a "new" Montessori option coming Fall 2018 (S & ?, Mid-November)

November 2017

-501C3 Status...Do we have it yet? (October 31st) Received November 16th

-Hold Parent Info Session (Tecumseh Library on November 4th)

-Website went live (end of November)

-Licensing Requirements for Indiana met and submitted (Mid-November) **Need location first, and 10 students**

December 2017

-Set up Quickbook access with Wildflower (S & L, Dec. 1st)

-If we have a location, review "Letter of Intent" with Lawyer (Q & Doug)

-Know steps to follow for "Paths to Quality", if needed (S, Mid-December) **On hold for now...**

-Continue researching and seeking advice about Freeway and Third-Party Accreditation through the State of Indiana

January 2018

-Open a bank account for Alyssum **January 2018**

-Get a wildflowerdesigning.com account for building out and design purposes

-Set-up tuition collection system **Wildflower Schools are piloting the system Spring 2018**

-Finish designing extra enrollment forms **Need enrollment forms completed (ex. Health, dental, immunization)**

February 2018

-Begin enrolling students from "Prospective Families" list **Yes!**

-Compile classroom materials order

-Go to Community Events & Market Alyssum & continue Fundraising **Attended Baby Fair and Family Expo**

-Finish school calendar & program design (AC, Summer etc) **Depends on location too!**

-Begin HR plan for Alyssum, Familiarize with GUSTO for payroll **Needed for Drexel and Alliant Insurance**

March 2018

-Order Montessori materials & furniture (March 1st) **Not Yet!**

-Begin renovation & design plan (Mid March) **Doing some building inspections first.**

-Alert Fire Marshall of plans, prior to pulling building permits.

-Complete Admissions / Enrollment Process & offer formal enrollment / tuition contracts (March 30th & onward)

- GUSTO setup for payroll, workers comp, etc.
- Research and apply for business and liability insurance
- Continue enrollment / info sessions until at capacity for 2018-2019

April 2018

- Sign formal lease agreement and pay deposit (Apr. 1st)
- Complete steps for required business / property insurance with Alliant
- Research tuition insurance (April 30th)
- Set-up TC with optional enrollment forms and checklists (April 1st)
- Begin Classroom ordering
- Begin renovations for ADA and zoning requirements
- Hire a Primary teacher
- Reach out to MLK Montessori, if appropriate (low income students)

May 2018

- Apply for Immediate Freeway Accreditation with The State Board of Education (SBOE) (May 1st)
- Continue renovations, Continue Classroom ordering, Continue enrolling
- Complete HR Plan (May 30th)
- Hold Scholarship / Equity Fund Event (Support of SGO Pathway)

June 2018

- Complete renovations and begin Classroom Set-up (June 30th)
- Post proper safety signage (Before August)
- Continue Classroom ordering
- Ensure Vendors are in place for snow removal & cleaning etc.
- Recurring Amazon orders, paper goods
- Hire aftercare teachers
- Connect with Artist-in-Residence possibilities

July 2018

-Complete Roles and Responsibilities for Year 1, as a team.
(All, July 1st)

-Take CPR Training, if needed

Aug/Sep 2018

-Alyssum Community Event, Gather our first families (Mid-Late August)

-Hold training for parents wanting to volunteer in the classroom (1 week before school begins)

-Plan 1st days of school (Late August)

-Open Alyssum Tue, Sep. 4th 2018!

Analysis of State-Sponsored School Choice Programs

In Indiana, the Department of Education, DOE, is the entity that approves schools to participate in the Choice Scholarship Program. In order to participate in this program, a school must be accredited. Freeway Accreditation is the path Alyssum is pursuing. The State Board of Education, SBOE, must approve the Freeway Accreditation application. By May 1st 2018, Alyssum will apply, or submit a memo, for immediate Freeway Accreditation with SBOE, if we are denied, we will immediately submit for Freeway Accreditation with an observational year, which will take place during the entire 2018-2019 school year.

While Indiana offers the option for immediate Freeway Accreditation, the timeline for approval is not formalized. It is a relatively new process and the SBOE meets monthly. As schools approach the SBOE, they work to place the school on an upcoming agenda. Sometimes this process can happen very quickly. Schools must submit a memo for approval to the SBOE to be placed on the agenda. After receiving accreditation, the school must submit an application to participate in the Choice Scholarship Program. Indiana state law requires the DOE approve a school within 15 days of receiving a completed application. Schools can apply to be a participating school between March 1 - September 1. ([IC 20-51-4-7](#))

The following schools have pursued the immediate Freeway Accreditation path in Indiana. The immediate accreditation language was just passed in 2017, so not many schools have attempted the process. Here are links to schools that have been approved and one that was not approved.

Riverview Adventist Christian Academy - Approved January 2018

<http://in.gov/sboe/files/Freeway%20Accreditation%20-%20Riverview%20Adventist%20Christian%20School.v2.pdf>

- Note: The memo is dated November 2017, but this was first brought to the SBOE

and approved in January 2018.

Shepherd Community Academy - Approved July 2017

<http://in.gov/sboe/files/Immediate%20Freeway%20Accreditation%20for%20Shepherd%20Academy.v3.pdf>

Kinwell Academy - Approved July 2017

<http://in.gov/sboe/files/Immediate%20Freeway%20Accreditation%20for%20Kinwell%20Academy.v3.pdf>

Chokmah - Denied February 2018

<http://in.gov/sboe/files/Chokmah%20Institute%20Memo%20and%20Documents%202.pdf>

The SBOE is currently very friendly to school choice policies. The experience of our Teacher - Leaders, our affiliation with a growing national network of Montessori schools, the success of similar schools in other states, demand for Montessori in our local community and the support we have experienced from community partners are all items the SBOE would value when making a decision about immediate Freeway Accreditation. Likewise, there have not been many schools who have gone through this process yet, so there is not a lot of precedent either.

Private School - Voucher Participation

- Accreditation required
 - Must give state assessment (ISTEP) to all age appropriate students
 - Must be graded on the same accountability system as public schools (A-F)
 - Flexibility in enrollment policies
 - Eligible voucher students receive 90% or 50% of what they would have received if they attended their neighborhood traditional public school
1. Statewide, the average voucher amount was \$4,342 for current school year. DOE just released estimated award amounts by corporation for the 18-19 school year.
 2. An eligible student residing in Fort Wayne Community School would receive up to an estimated \$5,848 for a student receiving the 90% award, or \$3,248 for a student receiving the 50% award amount

Private School - Tax Credit Scholarship Participation (SGO)

- Accreditation required
- Must give all students a nationally norm referenced assessment or (ISTEP)
- Flexibility in enrollment policies
- Scholarships available to income eligible students (family income of 200% FRL

or less). Dependent on how much scholarship money the school raises. Donors can receive a 50% state tax credit. So a \$10,000 donation would result in \$10,000 in scholarship funds for low-mid income students, and the donor would receive a \$5,000 tax credit on their state income taxes.

1. Tax credit scholarship schools have less regulatory and reporting requirements than schools that participate in the voucher program.
2. Schools can (and many do) participate in both the voucher and tax credit programs. Scholarship funds can be used to supplement voucher awards if the voucher does not cover full tuition and fees.

Northstar Montessori School

Northstar Montessori School
2320 Midway St, Columbus, IN 47201

Phone: (812) 379-4180

This past summer, we contacted the one Montessori school in Indiana that is Freeway Accredited, Northstar Montessori. We learned a lot of good basic information and ended up having more questions, so we have continued to explore at which level to enter the School Choice Program for our first year of operation. We look forward to connecting with other schools in our local area that have chosen the Freeway and School Choice path. By May 1st 2018, we will apply for immediate Freeway Accreditation with SBOE, if we are denied, we will submit for Freeway Accreditation with an observational year, which will take place during the entire 2018-2019 school year.

Community Study

Because all Montessori elementary and primary options in our local area have reached enrollment and financial aid giving capacities, we must offer more Montessori options in our community. The following data supports these claims.

Scope of public, private and Montessori options in Fort Wayne, IN

Fort Wayne includes 79 square miles, with a school for nearly every square mile to include 49 total parochial, private, and charter schools—just slightly less than what is offered by the Fort Wayne Community Schools Corporation which has 50 schools and serves around 29,000 students. Our proposed location for a Wildflower School is within the 46802 zip code or the “downtown core” of Fort Wayne. Neighboring zip codes are 46805 and 46807. Within these zip codes, a private Montessori elementary education

is currently not available. Thirteen schools serve this area. These vary between private, parochial, public or public charter schools. Ten of these thirteen schools are either free to all or provide tuition assistance through federal government programs. In the Fort Wayne city limits, two schools provide a public Montessori education to the community and sit in the nearby zip codes 46803 and 46816 offering both a primary and elementary magnet Montessori option. There are four private Montessori schools in the greater Fort Wayne area. Two of these only offer primary, (ages 3 to 6) programming. One offers primary through 6th grade but is outside of the proposed zip code area. In Noble County, a forty minute drive north of Fort Wayne, is a private Montessori school that serves Infants through 9th grade. This school offers transportation from two sites in the Fort Wayne area to city residents interested in attending, indicating that a significant percentage of students attending this school live in Fort Wayne. Over the past 15 years, this school has grown to accommodate over 200 students. Each “neighboring” Montessori option whether public or private has a waitlist. **The public Montessori option serving children ages 3 to 6 currently has 200 children on the waitlist.** Some families stay on the waitlist for 2 years. With confidence, we believe families in our greater Fort Wayne area want Montessori options.

Demographic Characteristics for Alyssum’s Intended Neighborhood

Zip Code 46802 is located in the state of Indiana in the Fort Wayne metro area. Zip code 46802 is located in Allen County. Portions of zip code 46802 are contained within or border the city limits of Fort Wayne, IN. The area code for zip code 46802 is 260. 46802 can be classified socioeconomically as a **Lower Middle Class** zip code in comparison to other zip codes in Indiana.

The current unemployment level in 46802 is 4.48%, which is higher than the current county unemployment level of 4.3% and is lower than the current state unemployment at 4.6% and higher than the current national unemployment rate at 4.1%.

According the 2010 US Census, the population of 46802 decreased to 11,086 from 11,677 over the past 10 years. The majority ethnicity residing in 46802 is White while the majority ethnicity attending 46802 public schools is White. **85.9% of students in 46802 public schools receive or are eligible to participate in free or reduced lunch programs.**

INCOME

Average Household Income – \$42,888

ADDRESS TYPE

Multi family addresses – 1,093

Single family addresses – 3,532

Business-975

HOUSING

OO-25.3%

RO-55.6%

V – 19.1%

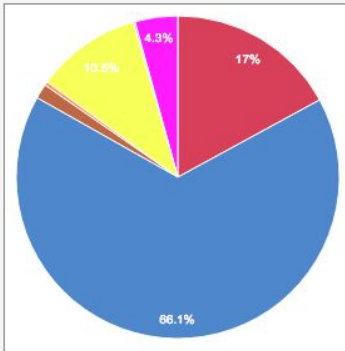
Average Home Value-\$98,037

HOUSEHOLDS

Average Household Size-2.15

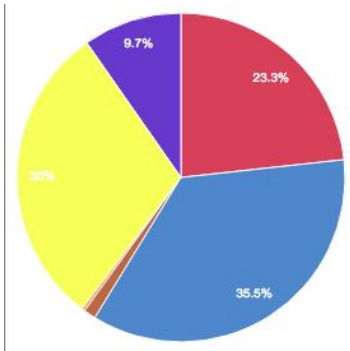
Family Households – 1,866

Average Family Size – 3



Zip Code 46802 Race/Ethnicity

	2014	2010	Change(+/-)
White	7003 66.14%	6891	+2%
Black Or African American	1805 17.05%	2037	-11%
Hispanic	1116 10.54%	1547	-28%
American Indian Or Alaskan Native	39 0.37%	53	-26%
Asian	156 1.47%	173	-10%
Native Hawaiian & Other Pacific Islander	0 0%	2	-100%
Other Race	23 0.15%	23	-30%
Two Or More Races	360 4.28%	360	+26%



Zip Code 46802 Public School Race/Ethnicity Profile

White	35.4%
Black Or African American	23.2%
Hispanic	29.9%
Asian	1.2%
Hawaii/Pacific Islander	0.3%
American Indian Or Alaskan Native	0.3%
Two or More Races	9.7%

Zip Code 46802 Public School Profile

Test Score Performance	Below Average
Percentage of Students Eligible For Free or Reduced Lunch	85.9%
Percentage of Public Schools with Title 1 Status	100.0%

Projected Growth for Alyssum's Intended Neighborhood

	ZIP CODE 46802	2010-2017	2017-2022
POP.		0.4%	0.47%
HOUSEHOLDS		0.49%	0.57%
FAMILIES		-0.01%	0.23%
MEDIAN INCOME			0.63%
PER CAPITA INCO	\$17,740		1.98%

Demonstrated Interest in Alyssum Montessori School

Our plan is to enroll at least 20 students for the 2018-2019 school-year. We began raising awareness about a “new Montessori option” for Fort Wayne, via social media, towards the end of October. In November 2017, we held our first Info / Enrollment Session at a local library branch, near our intended location. Since that first meeting, we have had three additional meetings and attended a community event at the Fort Wayne Coliseum venue targeted young families. We have Info / Enrollment sessions scheduled throughout the Spring. At last count, we have ten applications for children for this Fall. We have an additional 20 families still on our prospective list, who have not submitted applications for their children. We have two families who very much desire a Montessori education for their children, but fall into the low income bracket. We have two families who have asked to be put on our prospective list for the 2019-2020 school-year. As a start-up, not yet approved to be part of the school choice program in Indiana, we have very little revenue to assist these families financially.

We made an initial contact to a neighboring urban Primary Montessori school, who serves ages 3 to 6, mostly low income, and they would love to send a few children our way for elementary. The larger Montessori school, north of Fort Wayne, who also has a waitlist, has offered to send families our way as well. These connections are exciting, not just for these families, but for the possibility of building positive relationships with existing Montessori schools in our community.

Marketing Strategy

Standing out as a unique and alternative micro-school in our community is a plus. While a combination of objectives and tools have played together in promoting our school, watching this organic, “grass roots” effort lead to referrals is a testament to how people in our community crave more Montessori schools and sense a need for change in education for young children. We’re different from current school options not only because Wildflower Schools are a revolutionary way of structuring a school but also because most private Montessori schools in Fort Wayne serve only children 3-6 years olds. Currently, public Montessori schools have a wait list of up to 200 children. Therefore our aim is to serve families interested in attending a Montessori school for the first time as well as families interested in continuing their child’s Montessori education beyond the kindergarten year.

Because we will be located in the heart of Fort Wayne’s urban center, we will be highly visible and accessible for families living and working nearby. Alyssum fills a specific niche because there are no Montessori elementary schools within our proposed zip codes. Therefore, our target market will be families from diverse socioeconomic backgrounds with children between 3-12 years old who live or work in the proposed zip codes of 46802, 46803, 46805, and 46807.

The overall goal of the Alyssum Marketing Plan is to have a clear presence in our community. Our plan is to be on families’ minds as an educational option for their children. We know this happens because we are willing to promote our school in the community, and get out to meet people most likely to support our enthusiasm. These are the connections that lead to referral of families and support us in our recruitment of students in our inaugural year. This includes reaching out-face to face to parents and to organizations that provide support for low-income families such as Brightpoint, Early Childhood Alliance, Catholic Charities, Lutheran Social Services and local churches. We are also proactive about meeting with groups that cherish the improvement of downtown Fort Wayne such as Greater Fort Wayne (GFW), Downtown Improvement District (DID) and Young Leaders of Northeast Indiana (YLNI). We are fortunate to have a very accessible and supportive mayor who “loves” Montessori so we will continue conversations with local leaders in city government who are open to supporting urban schools. We have also been successful in building bridges with charitable trusts and local foundations such as the Fort Wayne Community Foundation, Foellinger Foundation and the charitable trust officer at PNC bank. While the trusts and foundations do not provide start-up funding, both are interested in supporting alternative educational options for families once Alyssum proves it’s sustainability. We are

confident that these positive first meeting will lead to enduring friendships in years to come.

A very important part of this plan is to pull together an often fractured and solitary group of Montessori schools in our community so to build a strong network of local Montessori schools that *share referrals* of and with families interested in Montessori education for their children. We have strong connections with all Montessori Schools in Fort Wayne; Southwest Montessori Academy, Peace Montessori School, and Oak Farm Montessori School in Avilla, IN. Within the last year, we have nurtured a new relationship with Martin Luther King, Jr. Montessori School (MLK). This is a very important connection for Alyssum as MLK serves a low-income population, accepting vouchers for a student body ages 3-6. Start-up funding will enable Alyssum to grow our SGO. If this event takes place our first year, we hope to offer at least 2-3 scholarships to families from MLK who want to continue a Montessori education for their child into the elementary years. Eventually we hope to offer vouchers for attendance at Alyssum as well. Once we are confident this option is available, we plan to meet with the director of MLK to discuss how best to schedule a Parent Information Session for MLK families interested in an elementary Montessori option.

Beyond reaching out into the community, the marketing tools most likely to help us attain our goals for referrals, recruitment, enrollment and admission will be the strategic use of our website and social media. Our logo and website was created with the assistance of the Wildflower Foundation. This highly professional and beautiful site along with our Facebook and Instagram accounts allow us to reach families from all socioeconomic backgrounds. We are committed to publishing one high quality story about Wildflower or Montessori education on a weekly basis. We also promote our monthly Parent Information Sessions on Facebook. At this point in time, we have held five successful sessions and this has led to 8 applications to Alyssum and 20 on our prospective families list. (At least three families on our prospective list will not be able to pay tuition without the support of a scholarship or voucher.) We will continue to hold monthly Parent Information Sessions throughout July of 2018.

Upon the advice of a local media buying organization, Liechty Media, Alyssum will investigate and choose media deemed to be successful with our demographic as well as cost efficient. This will be a combination of publishing in local newspapers and magazines such as *Fort Wayne Magazine*, online magazines such as *Input Fort Wayne*, neighborhood association newsletters, and church newsletters. As soon as our property is leased, we will be working with the blog author

for the Downtown Improvement District (DID) to create a story introducing Alyssum as part of the revitalization of our cityscape. As our organization grows, we hope to include advertising on local PBS stations.

Fort Wayne has a very active family event schedule and our goal is to participate in as many of these gatherings as possible. With Headwaters Park, the Grand Wayne Center, Fort Wayne Parks and Parkview Field, we have ample opportunities to connect to parents and families in a relaxed yet informative way; WMEE Baby Fair and Family Expo, children's events at our annual Three Rivers Festival, DID's Lunch in the Park, and Middle Waves Music Festival are just a few examples on our list of events to attend.

Because our school is committed to providing a quality education to low income families, we are sensitive to how best to reach these families. We believe that one of the best ways to do this is to meet with local churches and social service agencies (previously mentioned) that support low income families and provide, multimedia information sessions to staff and families. We also aim to provide a continuous supply of high quality brochures and business cards describing our school and its vision. With the support of the Wildflower Foundation, we have high quality artwork and a beautiful logo that helped us create a stunning brochure that presents the nine principles of our schools in an attractive and succinct manner. One goal is to create a slideshow that represents Alyssum and its vision to use at future Family Information Events.

A commitment to this plan will help us successfully attain the level of student recruitment and enrollment we aspire to our first year. Because of the size of our school and the Montessori tenet of providing multi-age classrooms, we hope to have 4-5 students per age group within a classroom at capacity. Both primary (3-6 yrs) and elementary (6-12) will have a total of 15-20 at any given time. We aim for the enrollment numbers of 10-12, 3-6yr olds and 10-12, 6-8 yr olds by July 2018. Currently we have 8 applications to Alyssum and 20 on our prospective families list. We have held three enrollment meetings with families and have two more coming in April. We will begin sending formal acceptance notices by April 16th. Once we have secured our space and renovations allow it, we plan to hold an open house for the public.

We have Created a timeline that is sensitive to the novelty of Wildflower Schools/Alyssum Montessori School, reflective of events in our community, realistic about our search for start-up funding, the creation of an SGO and timing of Freeway Accreditation and how all this impacts our low income recruitment plan.

Novelty Months- October, November, December 2017

Goals:

Launch our website

Create our Facebook & Instagram Accounts

Create brochures, signage, business cards

Hold First two Parent Info Sessions

Reach out to community organizations

2 Expected Applications

Prime Time Months- January, February, March, April, May 2018

Continue momentum of previous goals

Meet with other area Montessori Schools

Follow results of public Montessori School lottery

Attend Family Event-WMEE Baby Fair and Family Expo and etc.

Secure shopfront school property

Pursue strategies suggested by Media team-Blogs, magazines, etc.

8-12 Expected Applications

Summer Months- June, July, August

Continue momentum of previous goals

Hold SGO/Equity Fundraiser to start scholarship program

Secure Accreditation

Meet with MLK and other social service agencies now that we can support low income families

4-6 Expected Applications

Committing to a non-discrimination policy and a goal for equity across socioeconomic lines, race and gender is very important to our vision for

Alyssum. Our non-discrimination policy is detailed on our website and all published materials.

Alyssum Montessori School admits students of any race, color, gender, nationality, and ethnic origin to all the rights, privileges, programs, and activities made available to students at the school. The school does not discriminate on the basis of race, color, gender, nationality or ethnic origin in administration of the educational policies, admissions policies, scholarship programs, and other school-administered programs.

Our goal for equity in the future is to enroll 1/3 low income, 1/3 middle income and 1/3 high income families. We will also strive for racial and gender bias in our school. We

are currently researching how best to serve children with special needs and hope to work closely with Fort Wayne Community Schools Corp. to address the needs of those students who might need special assessment, speech or other services.

Alyssum has an enrollment process detailed on our website. Our process includes the following steps:

-Attend a parent information session

Start the application process by attending a Parent Information Session where you will learn about Alyssum Montessori and its participation in the Wildflower Network. Parent Information Sessions are offered several times during the year. Upcoming 2018 sessions for Alyssum Montessori School will be held on March 24th and April 21st from 2:30 to 4:00 pm at the Tecumseh Public Library located at 1411 E State Blvd. Fort Wayne, IN 46805.

-Fill out an online application

-Meet with Alyssum's Teacher-Leaders

After your application is submitted, we look forward to meeting you in person to learn more about your child(ren) and your interest in Alyssum Montessori School. A second meeting with your child(ren) might also be desired.

-A \$150 registration / supply fee, per child, is due by July 1st, 2018.

-Additionally, required enrollment forms are due before the first day of school.

An admissions policy for Alyssum, based on the admissions policy used by a network school Aster Montessori, is currently under construction and discussion by Alyssum Teacher-Leaders. The following is an example of the Aster Montessori policy.

· _____ Montessori School advertises in X, Y, and Z outlets with the goal of developing a socioeconomically and racially diverse student body.

· Parent Information Sessions will be held X times a year to explain _____ program and tour the classroom. Any adult caregivers who are considering enrolling their child are encouraged to attend one of these sessions. If your child is enrolling outside the

usual enrollment period (list dates) or if you are unable to attend an information session for any reason, the parent/guardian will meet with a Teacher-Leader to learn more about the school.

The application form with non-refundable application fee (possibly waived for families eligible for tuition vouchers) should be given or sent to a Teacher-Leader. Priority for fall openings will be given to families who submit their applications prior to (date).

- After an application has been submitted, if parent/guardians and Teacher-Leaders feel that the school is the right learning environment for your child, you will receive a letter of acceptance (or waitlist position if a space is unavailable for your child) and a financial agreement. You can expect to hear about acceptance by (date) at the latest if you are applying for the following school year or within two weeks after submitting your application form if you are applying mid-year.
- In order to hold your child's spot, the parent/guardian must return a signed financial agreement and non-refundable deposit (one week's tuition) by the date specified in the acceptance letter.
- In order to ensure a smooth transition to school, prior to your child's first day, you must attend an important parent orientation.
- The full set of enrollment forms must be returned by the first day of school in order for your child to be admitted.
- You will be invited to meet your child's teacher prior to your child's first day.
- If your child is new to school, we may recommend the first week be used as an orientation period with a short day schedule (–hours) to give your child the opportunity to adjust to their new environment and the people in it. This decision will be made in consultation with parents and with the goal of giving your child the best start.

Recruitment Strategy for Low Income Families

A) PLANS TO COMMUNICATE WITH FAMILIES, LOCAL LEADERS AND ORGANIZATIONS

Consider how well we share our unique, authentic message.

What is unique to Alyssum? What sets us apart? and What is our vision for how Alyssum should be perceived in the future?

Focus on qualities like being creative, compassionate, collaborative and socially responsible advocates, small learning community, family centered, We're not a big bureaucracy, We're accessible as possible, We have a strong after-school program, and hours that consider working families.

Create parent info sessions and parent education events that build trust and relationships and craft an inclusive message.

- Info sessions that focus on strengthening parent-staff communication, building social capital, increasing families' comfort levels in our school, and improving knowledge of Montessori and the nine principles. Communicating rationales for principles and mission is an easy-to-miss element of retention. Consistent, high quality program delivery with clear, strong communication – earn parents' respect and trust. At Alyssum, Family inclusion is a multi-generational concept.
- We earn trust at every meeting by showing respect for families and staff. We earn trust by always being on time, asking for regular feedback about how the program is working for the school, and following through on received suggestions. We must continually ask for their input.
- Adapting program schedules to provide more options for working parents. We scheduled some meetings after 5:30 pm. A few programs are held on Saturdays. A variety of locations.
- Provide strategically selected message channels, and culturally relevant content and images in messages, events, meals, and literacy are key considerations in recruitment and retention.
- Include diverse parents and staff in designing outreach and evaluate our materials to assure messages are readable at or below a seventh-grade level.

Consider how families are identified, located and the strategies used.

- In addition to Parent Info Sessions, from what other places are Alyssum families recruited?
- How are families contacted?

- Collaboration-Do other agencies provide Alyssum with a list of potential families? What formal or informal arrangements does your program have with other community agencies to assist you in identifying or recruiting families? How helpful are other agencies in locating families for Alyssum?
- How do we best use social media and website to share our message?

Create marketing messages for organizations and local leaders.

B) RECRUITMENT PLANS AND POLICIES

When applicable, include the following strategies in our pursuit of recruiting and retaining a diverse population.

- Include the local community in program planning and recruitment throughout the school year.
- Link our school program to a trusted and respected institution or individual already known to potential participants.
- Involve additional family members and other support networks in our daily lives at school.
- Hire and train culturally sensitive individuals to recruit participants and implement programs at school.
- Provide for basic needs at program events and give participants incentives for attendance when applicable.
- Be flexible in scheduling school hours and events.
- Make frequent contact.
- Make every effort to maintain staff members throughout the school year.
- Keep promises.
- Help potential participants to see the program as worthwhile.

Learn about and understand the unique geographic specifics of the community we serve.

Include info about residency status of immigrants, renting v. home ownership,

Understand what schools are already available in our community and what makes them attractive to low-income families.

What other preschool or child-care options are available for families who choose not to enroll their children in Alyssum? What do they do well? How are they able to meet these families needs?

Understand which families seem to be the most difficult to recruit.

Think about a typical family you have recruited but did not enroll. What characteristics did the family have? How were they different from families who enrolled? Why do some families connect to Alyssum and others not?

Historically, five themes typically emerge (from HeadStart data)

- families that move frequently
- families with problematic situations or inadequate coping skills
- families with service needs not met by our program options
- families unwilling to separate from their young children
- families who lack transportation.

Choose 2 or 3 themes to address in our plan. How will we help families overcome these hardships?

- Transportation
- Understanding the importance of preschool
- (Access to free school lunch?)

Diversify and tailor our recruitment strategies toward the needs of the members of the community itself.

- Referrals from agencies (e.g.,WIC, social services, health departments, health care facilities, child care referral agencies, school districts, special needs agencies, crisis centers, food banks, agencies serving the disabled).

- Advertising by placing posters and flyers at the same local agencies or at local businesses in the community (e.g., grocery stores, laundromats, gas stations, post offices, clinics).
- Through media buys (radio and television ads, public service announcements, advertising on buses).
- Recruiting families at community functions such as health fairs, festivals, or even flea markets.
- Enlisting Alyssum families to recruit their friends, neighbors, or family. Word-of-mouth is very important, perhaps even the most successful strategy for identifying families for Alyssum.

Commit to the Recruitment of a Diverse Staff

- Teachers
- After-Care Staff
- Artists in Residence

Decide who focuses on recruitment and the amount of time spent on this so to make low income recruitment a priority of our administrative duties.

- Recruitment plans are dependent on engaging all program staff in outreach.
- Include enrolled parents in word of mouth strategies and etc.

Create a timeline for recruitment (and retention) with rationale.

- Recruitment as ongoing throughout the year
- Recruitment activities are most intense in the spring and early summer. Why?

Create a school environment that builds trust, relationships and an inclusive environment flexible to the unique needs of each family.

- Our school day
- Our before and after school hours

- Our location
- Our commitment to peace and equity education
- Our home-school connection during the school day & family events after school
- Our connection to the surrounding community

C) ENROLLMENT AND ADMISSIONS POLICIES WITH TIMELINE

Make enrollment easy for low-income families.

- Specifics for online
- Other ways to enroll. Go to them to enroll.

Make admission policies explicit.

- Non-discrimination policy

Create a timeline for enrollment and admission.

Create forms that are respectful to all populations

- Enrollment Forms
- Admission Forms

Governance and Management Structure

Alyssum Montessori School is an independent non-profit corporation. We are affiliated with the Wildflower Network of Montessori Schools and are under the 501c3 umbrella of the Wildflower Foundation. The Foundation provides the support teachers need to manage and teach. We have been given support with marketing design, budgeting, school design, materials purchasing lists, admissions tracking systems, fundraising ideas, equity and inclusivity and general start up advice. However, as Teacher-Leaders of Alyssum Montessori we remain autonomous. We will self-manage our school for our community and continually strive to meet the 9 Principles of a Wildflower School. These 9 Principles may manifest a bit differently for each Wildflower School in the network, depending upon the needs of each community being served.

The following excerpts have been “snipped” directly from *The Wildflower Collection*. As Montessorians interested in opening our own Wildflower School, we began our journey with Wildflower by reading and learning about Holacracy, which is the self-management style embraced and practiced by the Wildflower Foundation and all Wildflower Schools.

Wildflower Values

We value:

1. **Connectedness** with all things and between all facets of oneself. We value and cultivate our connectedness with the world around us and the world within us as the pathway to peace.
2. **Growth** along one's own evolutionary path, the blossoming of one's inner essence. We value and cultivate growth for children, teachers, families, all of our partners, and for the whole world.



Wildflower Norms

We live into our [values](#) by embedding them in everything we do. Our experience is that three ways of acting and being at Wildflower play a central role in upholding these values. We strive to make these ways of living and working the norm for our community, so that living into our values becomes the norm as well.

Awareness. We cultivate our capacity to be authentically present, observe reality and seek the truth, free from preconception and without judgment.

Kindness. We act compassionately toward ourselves and others.

Autonomy and Support. We foster independence in ourselves and others, and we help each other non-coercively.

Our Approach to Self-Management

Our [values](#) and [norms](#) lead us to ways of working that are at once collaborative and independent. Each of us has substantial freedom, and there are limits to our freedom shaped by the freedoms of others.

Four systems and processes allow us to work in this way:

1. The [Roles and Responsibilities Process](#)
2. The [Advice Process](#)
3. The [Conflict Resolution Process](#)
4. [Radical Transparency](#)

Supported by these processes and Wildflower's values and norms, every Wildflower partner is free to act without supervision or management as they work to bring energy to a role.

Governance and Management Roles and Responsibilities

The following chart is the organization of the **Roles and Responsibilities** for Alyssum Montessori School during our start-up journey. The Co-Founders / Teacher-Leaders of Alyssum assume responsibilities for each role. Our School Operations Coach, our three board members, and Wildflower Partners at the Foundation also take on roles of support, as needed. Having this chart, has really helped us to pull all of the pieces together to be on track to open Alyssum in the Fall of 2018. A month or two before opening, we will complete the Roles and Responsibilities activity again, or as soon as we have our full staff hired for the school. This activity allows all Alyssum partners to take on the responsibilities they feel adept in handling, or to take on a new area of responsibility they might like to grow in.

Roles & Responsibilities, "Circles of Support", for Start-up of Alyssum Montessori

<p>Tuition Insurance - Teacher Leaders</p> <p>Support - Board Member, Wildflower Coach</p> <p>What is it? How much is it? Do we need it our first year? How do we sign up for it?</p>	<p>Review School Program - Teacher Leaders</p> <p>Support - Board Members, Wildflower Coach</p> <p>What do parents think of the calendar? What is a daily schedule going to look like? What are parent involvement expectations? How do we communicate those expectations? What will aftercare be like? Who is in charge? Handbook design...</p>
<p>Business Insurance - Teacher Leaders</p> <p>Support - Board Member, Wildflower Coach</p> <p>Wildflower uses Alliant. Should we use the same? Will we save any money going with an Indiana company? What do other schools use? What are the required insurances for Alyssum? After exploring, we need to apply for insurance coverage.</p>	<p>Admission/Enrollment - Teacher Leaders</p> <p>Support - Board Member, Wildflower Coach, Wildflower Foundation</p> <p>Design Admissions process including application, interview, enrollment contract, tuition contract, know Transparent Classroom and how to use it for tracking enrollment, create school policies and handbooks, prepare child enrollment forms for TC</p>
<p>Financial Management - Teacher Leaders</p> <p>Support - Board Member, Non-profit Accountant</p> <p>Should we hire an accountant? Wildflower budgets about \$2,000 per year for any accountant. This seems like a lot... We</p>	<p>Family Recruitment - Teacher Leaders</p> <p>Support -</p> <p>What are good events in Fort Wayne to pass out info about Alyssum? How can we connect families who enroll, before the school year starts? What will parent orientation look</p>

<p>should work with Katelyn to setup QuickBooks Online. What will our tuition collection system be?</p>	<p>like? Should we create a “private Facebook” group for enrolled families...is there a better way to communicate ideas and ask questions to our families?</p>
<p>Marketing - Teacher Leaders</p> <p>Support - Board Member</p> <p>Who can keep our website content updated? Should we add other social media in addition to Facebook?</p>	<p>Vendors & IT Set-up - Teacher Leaders</p> <p>Support - Board Member</p> <p>Setup cleaners, Do we need recurring orders from Amazon? Do we need to set up tax exempt status at local grocery stores etc.? What local stores should we be setting up with? Where can we get a good deal on a printer? Do we get Google Voice instead of a Frontier account? Who is our Internet provider?</p>
<p>Licensing/QRIS - Teacher Leaders</p> <p>Support - Wildflower Foundation, Institute for Quality Education</p> <p>What does this look like for Indiana? Does this include Fire Marshall, Health Inspector etc...When shall we call them in? Are these state required or Wildflower required? Determine whether or not we should apply for “Paths to Quality” and at what level? Teacher certification requirements, create staff files in GUSTO, schedule trainings for CPR etc, Post required health and safety signs at school, staff background checks</p>	<p>Facility - Teacher Leaders</p> <p>Support - Architect, Contractor, Lawyer, Wildflower Designing Firm</p> <p>Get a wildflowerdesigning.com account, select design theme (What about “Midwestern Gardening”?), View spaces, determine code issues, create a plan for construction, complete construction, review lease with lawyer, sign lease, building inspections, certificate of occupancy, purchase Montessori materials, purchase design elements and furniture, set up classroom</p>
<p>Fundraising - Teacher Leaders</p> <p>Support - Wildflower Foundation, Other Teacher Leaders, Board Member</p> <p>Who do we know that has experience raising money? Who can help organize or actually lead us through it? This is the MOST IMPORTANT!</p> <p>Private investors and grant foundations, run credit reports with credit score, open a bank account, consider a loan, consider a</p>	<p>Human Resources - Teacher Leaders</p> <p>Support - Board Member, Wildflower Coach</p> <p>Set up Gusto for payroll, Set up Gusto for workers comp insurance, set up guidelines for employee benefits...consider health insurance, retirement benefits, vacation pay etc...</p>

kickstarter fundraiser online, consider holding a cello event at Hemingway's Retreat, consider holding an event a Club Soda	
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Alyssum Montessori Founding Board

The first Wildflower Schools had just one board member. Currently, Wildflower Schools, including Alyssum, have more than one member. However, the primary responsibility of the board is still the same as it always has been: **to support the Teacher-Leaders in their growth as leaders, while also maintaining the traditional advisory and oversight responsibilities of a board.** The following is a list of some of the guiding principles for Wildflower board members, taken from *The Wildflower Collection*.

1. Have the Teacher-Leaders be the board chairs.
2. Have a Teacher-Leader from another Wildflower school be on the board.
3. Keep the board small.
4. Have the Teacher-Leaders run the board meeting.
5. The board gives advice, but doesn't dictate.
6. The board may take on operational tasks for a limited period of time.
7. Ensure a structure that allows the teachers ample time for their operational responsibilities, continued learning, and rest and rejuvenation.
8. Work to create a supportive board environments so that the Teacher - Leaders want to stay forever.
9. Establish an environment of trust.
10. Protect the Teacher - Leaders when they need it.

Suzy Ulmer, Co-Founder and Teacher - Leader Alyssum Montessori, Chair

Sara Gensic, Co-Founder and Teacher - Leader Alyssum Montessori, Treasurer

Nancy Bradtmiller, Oak Farm Montessori School, Upper Elementary Teacher, Vice Chair

Nancy has many years of non-profit board experience as well as experience in starting

a non-profit. Both of these skills are valuable to us as we develop our board and open Alyssum as a non-profit.

Laura Pounds, Bookkeeper for two local nonprofits, “Run Hard Rest Well” and a church, Secretary

Laura is a former admissions director of a large Montessori school, and has significant experience in all aspects of school operations. Laura has skills to support our work in admissions, finance, and day to day operations.

Donna Fulkerson, Leichty Media, Member

Donna has skills in marketing and event planning. She also has experience in the Montessori classroom, as an assistant.

Our current board members have so many skills and a willingness to volunteer to help us in any way. As we continue to grow our first family list for Alyssum, we will continue to grow and develop our board.

Human Resources Plan

Alyssum Staffing Plan

Alyssum is a very small school. We plan to open our 2018-2019 school year with one primary teacher and two teacher-leaders. Additionally, we may need at least one part time aftercare teacher.

Depending on enrollment for 2019-2020, we may need to hire an additional part time aftercare teacher, or assistant to help with Primary.

At capacity, 40 students, we will have two primary teachers, two Teacher-Leaders who lead and focus on elementary, and two part time aftercare teachers.

Additionally, we will contract independently with visiting artists and craftsmen from our local community to provide students connections to the rich arts community in Fort Wayne. We currently have a local pianist, who is interested in becoming an Artist in Residence for Alyssum.

Both Teacher - Leaders for Alyssum are fully trained Montessori elementary teachers. We are also fully certified as traditional classroom teachers. We are planning to hire a fully trained Montessori teacher for our Primary classroom. We currently have two candidates from our local area and one from California. Additionally, we have received several inquiries into the part-time positions from individuals with experience as

assistants in Montessori classrooms.

Likewise, a very important part of our program is to “blur the lines” between home and school. We will also offer training to our parents, grandparents, and other caretakers of Alyssum students, who might like to volunteer in the classroom. This training will take place in August 2018, before school begins.

Plans for Performance Feedback and Continual Improvement for Alyssum Staff

The core concept of Montessori educational philosophy is self-construction. This same concept will direct protocol and design of professional development and performance reviews of Alyssum staff. Attention will be given to creating learning environments for the adults in the same fashion that Montessori environments are constructed for the child. A maieutic method will give staff members autonomy, ownership, and intrinsic inspiration towards continual improvement. Imagine an environment that encourages a growth mindset and applies the principles of appreciative inquiry -- i.e. a strengths-based model that promotes development through a focus upon what is true and good versus weak and void. At Alyssum, we will elevate the practice of self-reflection and intentional time spent with self-selected mentors/coaches.

Our plans to help each Alyssum staff member grow as teachers and leaders include having each member be directly involved in creating the plan for his or her own improvement. We will do this by leaning on the vast network of Wildflower Teacher - Leaders in addition to our local and regional Montessori colleagues. For personal continual improvement, it is imperative that each staff member is comfortable with the person or persons making the suggestions for improvement and can even choose to build a mentoring/coaching relationship over time. We are more apt to reach to someone we trust and want to have a relationship with, then someone who is “assigned” to or “required” to help.

As an example, a Teacher-Leader would choose a team for continual improvement support that includes individuals that can provide support specifically for the Teacher-Leader’s personal Roles and Responsibilities for the given school year. This team might include: a board member with bookkeeping experience, a former director of a local Montessori school who serves low income students, and an Upper Elementary Montessori faculty member from a University Montessori lab school. Each of these persons brings a level of support to the Teacher - Leader that can truly assist in that Teacher - Leader’s specific plans for continual improvement.

Alyssum Staff members will set goals that focus upon application of personal strengths as well as reinforcement of a growth mindset, and will reach out to the appropriate support person for each focus area. Staff members will be expected to meet or communicate via Google Hangout at scheduled times with each support person and invite the supports into the classroom for observation, if needed. Sessions with mentors and coaches should be monthly and kept to short focused dialogues of 30 minutes.

Annually, each staff member will offer documentation of personal contributions and growth related to self-directed goals. This documentation may come in a variety of forms such as written-report, a video presentation, a detailed outline, or a Socratic dialogue. The medium will be dependent upon what best serves clarity and personal growth.

The end of the year reflection may be used to design the next year's goals and focus projects and begin building a team of support for the next year. It may be possible for a staff member to build a support team that offers coaching / mentoring for several years in succession.

Some areas that Alyssum staff may choose to seek support for continual improvement include the following:

Montessori philosophy, pedagogy, and environment

Wildflower principles of Home, Equity, Innovation, Nature, and Beauty, Network, Teacher-Led

Roles and responsibilities of Operations, Finance, Marketing, Compliance, Communications, Admissions, and Human Resources

Holacracy, protocols, interpersonal relations, intrapersonal development, and skill sets

Local and regional networks of support to help build a team may include the following:

The Wildflower Network of Montessori Schools, Montessori schools local to Fort Wayne, Former and current Montessori trainers and teachers, Montessori programs from Loyola University Washington, Xavier University, Adrian Dominican University, United Montessori Schools of Indiana, Great Lakes Consortium of Montessori Schools, Association of Montessori Internationale, the American Montessori Society, TrimTab's Conscious Teachers and Center for Courage and Renewal.

Wildflower Certification for Teacher Leaders

The following is a "snippet" from the certification path we are on for Alyssum to provide Authentic Montessori. This path was something we determined as we were seeking affiliation with Wildflower. The current certification model is moving through the advice process for Wildflower and may be updated in the near future. This certification process is just one of the ways we are seeking continual improvement as a school and as Wildflower partners in education. Each of the 9 Wildflower principles has a set of criteria for certification.

1. An Authentic Montessori Environment

- *Providing a peaceful, mixed-age, child-directed environment*

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-2020	Year 3 2020-21
Provisional	One Montessori certified teacher (MACTE or AMI).	COMPLETE		
Level I	Two Montessori certified teachers	COMPLETE		
Level II	Two Montessori certified teachers and at least one has taken the Wildflower leadership course or equivalent		COMPLETE	
Level III	Two Montessori certified teachers, at least one WF trained or equivalent, both have taken WF leadership course or equivalent; one with at least 5 yrs classroom experience. Classroom includes full complement of materials for that age level , uninterrupted 3 hour work cycle for a minimum of 4 mornings per week.		COMPLETE	
Level IV complete 2020	Two Montessori certified teachers, at least one WF trained or equivalent, both have taken WF leadership course or equivalent, one with at least 5 yrs classroom experience and one with at least 10 years classroom experience. Classroom includes full complement of materials for that age level, uninterrupted 3 hour work cycle for a minimum of 4 mornings per week.		COMPLETE	

Alyssum Plans for Outsourcing Key Functions

Wildflower teachers, like the Alyssum founders, are entrepreneurs. In addition to teaching in the classroom, Teacher - Leaders also manage finance, marketing, and operations. **Handling all facets of school is very empowering. It leads to inspiring leaders and conceptually consistent schools.** The Wildflower Foundation provides resources and tools to streamline the school startup process and help teachers establish and run their schools.

Nevertheless, we are outsourcing some of our accounting functions, specifically the yearly tax preparation. We have contracted with Target Accounting Services, Pat Oppor, who handles small nonprofit accounts.

Additionally, if needed, we will outsource speech therapy services and special needs evaluation services with the local public school district, Fort Wayne Community Schools. We are not planning to offer food service during our first year of operation. However, we are exploring the proper channels to become part of the Free and Reduced Lunch program for the State of Indiana. Over 85% of the school age population in our intended zip code qualifies for Free and Reduced Lunch and we must have a path to provide for this need in our own community.

Instructional and Assessment Plan

Montessori Curriculum and Academic Standards

In 2013, over fifty *Association Montessori Internationale* (AMI) professionals, teachers, trainers, consultants, and administrators, came together under the sponsorship of AMI/USA and AMI-EAA to create a mapping of a representative AMI elementary curriculum onto the Common Core State Standards. The product of this effort has undergone multiple levels of review, including two levels of team review, senior elementary trainers, and AMI's Scientific Pedagogy Group. Users of this mapping can be assured that it maintains an authentic AMI focus and seeks to uphold AMI standards.

The following links are for mapping Math, Geometry, and Language between Montessori curriculum and Common Core Standards.

https://amiusa.org/wp-content/uploads/2014/12/CCSS-Math-Geometry_JULY2014.pdf

<https://amiusa.org/wp-content/uploads/2014/12/CCSS-Language-Arts-Literacy-July2014.pdf>

Tracking Student Goals and Outcomes

Montessori teachers are **trained observers**, meticulous record keepers, always assessing, constantly building relationship with students, educating ourselves to learn current best practices, and continually providing individual and small group direct instruction to those not yet able to understand a concept or ready for new learning. Likewise, as we have multi-age classrooms, we are also able to rely on our older student “teachers” to inspire the learning of younger classmates as well as reinforce their own learning. We also focus on practical life and teaching young people important tasks that sometimes get overlooked in our busy lives like personal hygiene, caring for the classroom, food preparation, and grace and courtesy.

Wildflower provides us with a record keeping system to help Teacher - Leaders track the child's academic as well as social-emotional journey in the classroom. The following is a “snippet” from our record keeping system for Alyssum called Transparent Classroom. Many Wildflower schools use Transparent Classroom for academic record keeping. It was designed by a Montessori teacher for Montessori schools. It is also used to track and organize enrollment and admissions requirements for each family.

This particular “snippet” shows that not only are we tracking student progress and mastery of core Montessori curricular areas, but we are also able to map our lessons to **Indiana Academic Standards** as well. As Montessori teachers, we have an awareness of societal expectations and important grade level benchmarks for education. We realize that these are important, but they are not the driving force behind the true learning in a Montessori classroom, or any classroom. We believe that all children, all people, are self-constructing and as teachers, we work diligently to help students make personal connections with Math, Language and Cultural subjects.

Likewise, supporting students to see the interconnectedness of all academic areas is where true learning takes place.

Alyssum Montessori School Search

Classroom Placement Applications Sessions Classrooms Lesson Sets Design Forms **Standards**

Indiana State Standards

This page shows the standards for Indiana State Standards, and the lessons they map to within Transparent Classroom. Make sure you're looking at the correct lesson set on the top right corner and then you can adjust the mappings.

Reading

Learning Outcome

K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

Print Concepts

K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2.2 Recognize that written words are made up of sequences of letters.

K.RF.2.3 Recognize that words are combined to form sentences.

K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet.

Change which lessons are mapped to this standard:
- Choose -

Phonological Awareness

The following “snippet” is also from our record keeping system. This is how we plan lessons for students, as they are ready for the next concept. We keep notes and observations about student progress for each concept. Elements of this record-keeping can also be shared in a report to parents, at appropriate times, with suggestions for ways to connect at home, if needed.

Mathematics

- > Great story (1)
- > The decimal system, categories and numeration (2)
- ▼ Multiplication (7)
 - > Laws of multiplication (2)
 - ▼ Chequer board



Reading numbers – single to multi-digit

h3. What is it?

|

* The chequerboard is a framed board divided into 36 green, blue, and red squares representing the category of colors. Using the chequerboard box of bead bars and set of number cards the child explores multiplication.

h3. Why do we do it?

* To familiarize the child with the chequerboard and multiplication

h3. How to help at home?

*

Masterable ▼

CANCEL

SAVE

While meeting societal educational standards are important, Montessorians look first to the promotion of the principles of child development when it comes to a child's education needs. At Alyssum, we will have two classrooms. As the children move from one developmental plane to the next, the environment changes with them.

Some guiding principles in a Montessori Primary classroom (ages 3 to 6) include:

- Freedom to choose and move in a carefully prepared environment that encourages meaningful movement and reality based work choices.
- An ordered, uncluttered environment supports and child's need for building external order and provides a foundation for the next stage.
- Teachers model lessons and use just enough words to avoid being a distraction to the child.
- The need to explore is satisfied concretely through all the senses.

Some guiding principles in a Montessori Elementary classroom (ages 6 to 12) include:

- Freedom to choose and move in a carefully prepared environment that sparks

movement stemming from the imagination of the child.

- The teacher continues to prepare an ordered, uncluttered environment like 0 to 6, but also satisfies the elementary child's need for mental order, development of the intellect and abstract thought.
- Teacher lessons are short with just enough engaging information to light the imagination.
- The child's need to explore continues within and without the classroom as all the "parts" of learning begin to connect for the elementary child.

Connecting with FWCS for Students with Special Needs

Alyssum will connect with Fort Wayne Community Schools, (FWCS) for speech therapy services and special needs evaluation services, as needed.

Montessorians tend to take a different view of students whose "baseline aptitude, performance, and prior school experience are dramatically below standard." As Montessori teachers with over 25 years of experience between us, we would say no one performs below standards but at their own individual rate / place given their own personal circumstances. **This is a very important consideration when working with children who might not have access to home libraries, quality nutrition or even adequate sleep each night.** But in this world, we have a keen awareness that these students require a lot of direct instruction and therefore thrive in smaller learning environments surrounded by peer support and adults who have a relationship with students for a 3+ year time span.

Improving Our Practices as a Wildflower School and Montessori Teachers

Montessori teachers keep up on current best practices. We know about the benefits of instruction that compliments the rich Montessori curriculum such as the leveling of books and assessments put forth by Fountas and Pinnell. Additionally we have training in the *Reading Workshop* and *Writing Workshop* developed by Lucy Calkins and *Number Talks* by Sherry Parrish, which highlights the importance of training young minds to practice mental math. National projects like *Project Learning Tree*, *Project Wet* and *Project Wild* are indispensable to share with students regarding how the study of ecology can be integrated into all subject areas to connect us to our natural community.

Additionally, the following charts are the certification categories based on the remaining 8 Principles of Wildflower Schools. These serve as the plan that Alyssum Montessori is striving to meet as a model of continual improvement. This certification is currently in the advice process and will change and evolve as the Network of schools grows. The Montessori principle was shared earlier as part of the Human Resources Plan for

Alyssum.

2. A Teacher-Led School & Shopfront Setting

- Committed to remaining small, non-hierarchical and responsive to the needs of children.
- A neighborhood-nested school committed to working in partnership with the surrounding community to create an environment that is healthier for children

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
Provisional	Already established school with two or more classrooms converting to WF principles			
Level I	Two or fewer classrooms, all teachers heads of school, rotating board chairs and responsible for decision making at school.			
Level II	Single classroom in home or church or other bldg, teachers heads of school, co-chairs of board, responsible for decision making.			
Level III	Single classroom in shopfront or other structure that creates a “ glass classroom ” that integrates community.	COMPLETE		
Level IV complete 2018-19	Demonstrated regular integration with multiple neighborhood institutions of different kinds-parks, coffee shops, etc.	COMPLETE		

3. A Laboratory for Innovation

- Committed to exploring new ideas and the ongoing, scientific study and improvement of our practice

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
Provisional	Approach with a scientific mind. State in your facing documents that you are a lab school, and have families understand this upon enrolling	COMPLETE		
Level I	Have highly documented record keeping and observation system, and use that to inform your practices. Attend Wildflower research course.		COMPLETE	
Level II by 2021	Partner with a research center.			COMPLETE
Level III	Show evidence of an active research program, with paths towards publication.			
Level IV	Show evidence of an active research program with either existing publication record or publications in process of submission.			

4. An Attention to Beauty

- *Cultivating a deep beauty in all things - in the design, culture and artistic expression within our school environments; in our interactions with one another; and in our relationship with ourselves*

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
Provisional	Wildflower design guidelines Revolving artist with no studio		COMPLETE	
Level I	Part time artist in residence with studio time 1x/week.	COMPLETE		
Level II	Part time artist in residence with studio time at least 2x/week.	COMPLETE		
Level III	Part time artist in residence with studio doing work in studio at least 2x/week and with children at least 1x/week.		COMPLETE	
Level IV by 2021	Full time artist in residence doing work with children 1x/week.			COMPLETE

NOTE: We desire rotate types of artists to include culinary, movement, music, technical innovation.

5. A Seamless Learning Community, Shaping the Neighborhood, Modeling Generosity

- *Blurring the boundaries of home, school and community*

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
	<i>*Note: Our desire to meet the needs of low-income families creates the need to consider whether this criteria is appropriate for working families. So we request this criteria go through the advice process within the Wildflower Network so we choose to wait on further work on this portion of accreditation before setting final goals.</i>			
Provisional	Parent involvement at least 5 hours per month per family , at least one of which is in the classroom, at least one of which are outside of classroom training. Hold an annual info session about school for our community or participate in a regional hub info session	COMPLETE		
Level I	Parent involvement at least 8 hours each month , 3 in the classroom, 2 outside classroom community parent education. Info session 4 or more times per year			
Level II	Parent involvement at least 10 hours each month , 4 in classroom, 2 outside and required and enforced through policy. Info session 6 or more times per year and parent committee devoted to helping improve the neighborhood-one concrete project complete and documented.			
Level III	12 hours , 6 in classroom, two outside			

	6 info sessions and parent committee devoted to helping improve the neighborhood- two or more concrete projects complete and documented			
Level IV	16 hours , 6 in classroom, 4 outside. 6 or more community projects per year.			

6. A Node in the Decentralized Network

Note: No criteria set yet.

7. An Environment of Connectedness and Growth

- *Advancing an ecosystem of independent wildflower schools that mutually support one another, and sharing our approaches openly for the benefit of all children*
- *Building the core values of self-awareness, empathy and wholeness*

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
Provisional	In hubs, weekly attendance at WF regional faculty meeting and monthly professional development days. Note: Not sure the impact of “pioneer hub” yet on this	Not yet considered a “hub”	if GRANTED Hub Status COMPLETE	
Level I	One WF head of school is on the board at another school (VIRTUAL) All teachers attend annual on Leadership Within, Nonviolent. Communication, and Wildflower Collection (virtual)	Virtual hub Status COMPLETE		
Level II	Teacher leaders spend the equivalent of two or more weeks per year full time doing network level projects and share results in written form with the teacher leader community. Board attends two hour training on Leadership Within, Nonviolent Community, WF collection (virtual)			COMPLETE
Level III by 2021	3 or more weeks per year doing and sharing with WF community Annual attendance at Wildflower annual meeting. Heads meet monthly with inner-leadership coach. Board attends ½ day training. Parents (at least one) attend 1 day training of courses			COMPLETE
Level IV	At least one teacher leader takes a substantive role in the network (ex: partner at foundation, lead summer long WF training course, being on multiple boards). Board pursues full day training in Three practices, Leadership Within, Non-violent communication, Wildflower Collection and refresher annually thereafter. Three or more parents pursue training in three practices.			

8. A Focus on Nature

- *Emphasizing the non-separation between nature and human nature*

Certification Level	Criteria	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
Provisional				
Level I	Nature extension classroom with natural habitat, 5% day spent with nature.	COMPLETE		
Level II	7% day spent with nature.	COMPLETE		
Level III	Kim Holleman designed interior or in nature classroom , green certification(COST DEPENDENT) and 10% day spent in nature.			COMPLETE
Level IV by 2021	20% time spent in nature.			COMPLETE

9. A Commitment to Equity –This is yet to be “LEVELED” by Wildflower Network

- *Working to create diverse, inclusive learning environments that work for justice as the foundation of peace. Wildflower schools exist within the context of the segregation and inequity of our communities and society, and where there is no justice, there can be no lasting peace. As Montessorians, we believe children's unique capacity to adapt to their environment makes childhood the key to the long-term improvement of society and our greatest hope for a more peaceful world.*

We will seek the best practices that lead us to:

- Cultivate the capacity in our school that includes people of different racial, ethnic and economic backgrounds and seek out ways to make our school more accessible to all families. **Ongoing**
- Celebrate diversity and foster inclusivity. NOTE: Consider ways to celebrate and foster **2018**
- Consider the unique opportunities and challenges facing every child and commit to giving each student what they need to find their purpose and fulfill their potential. **2018**
- Transform ourselves and our school communities to bring about our vision for justice and peace. Nonviolent Communication and Montessori Peace Studies. **2018**

Alyssum Daily Schedule and Yearly Calendar

Daily Schedule

One of the goals of Montessori education is to be responsive to the daily needs and interests of the child. These daily schedules always allow for flexibility.

Primary Students (schedule may vary depending on average age of class)

Monday-Friday

7:45-8:15	Arrival at Alyssum
8:15-11:00	Work cycle
11:15	Walk to park
11:45	Pick-up for half-day children at playtime location
11:45-1:00	Community, lunch, clean-up, chores
1:00-3:15	Nap, afternoon work cycle, group time, playtime
3:15-3:30	Dismissal from Alyssum
3:30-5:30	After School Care

Elementary Students

Monday-Friday

7:45-8:15	Arrival at Alyssum, or other location (library, park etc.)
8:15-8:45	Playtime option
8:45-1:30	Classroom work cycle-(lunchtime choice)
1:30	Restore classroom
2:00-2:45	Walk to park for playtime
2:45	Group time or walk back to school
3:15-3:30	Dismissal from Alyssum
3:30-5:30	After School Care

Yearly Calendar

2018

Alyssum

Montessori School

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2018 Dates to Note

August 22-23—Classroom Volunteer Training
August 29-30—Classroom Visits and Orientation to Environment

Monday, September 3—Labor Day—**No School**
Tuesday, September 4—First Day For All Alyssum Students
Friday, September 28—Community Lunch and **Early Dismissal**

October 15-30—Parents schedule a conference call or classroom visit with a Teacher-Leader
Wednesday, October 24—Parent Info Session
Wednesday, October 31—Community Lunch and **Early Dismissal**

November 1-15—Parents schedule a conference call or classroom visit with a Teacher-Leader
Wednesday, November 21—Community Lunch and **Early Dismissal**
Thursday, November 22-23—Thanksgiving Holiday—**No School**
Tuesday, November 27—Parent Info Session

Friday, December 21—Community Lunch and **Early Dismissal**
December 24-31—Winter Break—**No School**

Early Dismissals

Join us for lunch at 11:30.
Families and teachers
connect at 12:15.
Dismissal at 12:45.



2019 Dates to Note

January 1-4—Winter Break—**No School**
Wednesday, January 23rd—Parent Info Session

Friday, February 1—Community Lunch and **Early Dismissal**
February 4-8—Schedule a Conference with a Teacher Leader
Tuesday, February 26—Parent Info Session

Friday, March 1—Community Lunch and **Early Dismissal**
Wednesday, March 27—Parent Info Session

Thursday, April 18—Community Lunch and **Early Dismissal**
April 19-22—Spring Fling Long Weekend—**No School**
Tuesday, April 23—Parent Info Session

Wednesday, May 22—Parent Info Session
Monday, May 27—Memorial Day—**No School**
Tuesday, June 4—**Alyssum Last Day—Community Picnic and Early Dismissal**

Alyssum Montessori School admits students of any race, color, gender, nationality, and ethnic origin to all the rights, privileges, programs, and activities made available to students at the school. The school does not discriminate on the basis of race, color, gender, nationality or ethnic origin in administration of the educational policies, admissions policies, scholarship programs, and other school-administered programs.

Facilities Plan

Our intended space for Alyssum Montessori School is a historic shop front in the Midtown District in Fort Wayne. It is located at 916 S Calhoun, Fort Wayne, IN 46802. The shopfront is 1,800 square feet. It is very open but will need some renovation to bring the bathrooms and exits up to ADA code. This space is large enough to accommodate 40 students, which is the capacity for Alyssum Montessori School.

This space is currently unoccupied, but has been well cared for. We have established a good rapport with the Landlord and he has been very generous with us. He has given us a 50% discount on the first year of rent, to help facilitate our startup. He loves the concept of Alyssum and has been a true help to us. We are budgeting \$937.50 per month for our first year, and \$1,875.00 for years two and three. This rental rate is well below the rates for other properties in the downtown area. We will have the option to renew our lease for an additional two years, after the first three. Years four and five would bring a rate of \$2,000 per month.

Furnishing and Equipment Needs

During this startup phase, our furnishing and equipment needs are rather “salty”. We are striving to outfit two classrooms. One for primary (ages 3-6) and one for elementary (ages 6-12). Standard shelving in a Montessori classroom is open yet sturdy. The Montessori materials are typically wooden. The materials and shelving are designed to last for years. Costs could easily reach \$30,000, if we purchased everything new. Fortunately, we have some sources for lightly used materials and some ideas for shelving, which may help us save some money. Once the classrooms are established, the cost to maintain them over the years, are fairly small. Montessori classrooms are very sustainable and environmentally friendly.

Financing and Completing Renovations

We have been working with an architect, who is familiar with school code and ADA requirements for the last few months. We are currently having inspections on the building for structural, electrical, plumbing issues. We have a contractor lined up for inspection too. The contractor is going to work with us to develop a Three Phase Plan for renovations. These phases will include: Phase One - School Code and ADA priorities, Phase Two - Opening up the space, flooring and walls, Phase Three - Ceiling, light fixtures, and outdoor patio. When we learn the true scope of the work, we will be inviting the Fire Marshall to complete inspections as well, before the renovations begin.

While the Landlord has offered to pay to bring the space up to code and ADA standards, we may also need to contribute to those fixes, if the quote for that phase is larger than expected. It may take 3 to 5 years to complete all the phases. We will use projected revenues from Year 2 and Year 3 to help pay these costs in the future. Initial,

Phase One renovations, not covered by the Landlord, will be paid for using a loan to Alyssum from a Teacher - Leader or a business credit card.

Fundraising Plan

As a Holacratic Organization, Wildflower Schools use the advice process to collaborate on sound decision-making and use of best practices. This is evident in how Alyssum has structured its board and developed a fundraising plan.

One of Alyssum's **Teacher-Leaders** has experience serving on nonprofit boards and have been a part of several fundraising campaigns. Suzy Ulmer has worked with Fort Wayne Women's Bureau, Fort Wayne Cinema Center and Trees Indiana. This exposure has given some perspective of how best to pursue funding for programming and school operations. Both Teacher-Leaders continue to seek advice from former colleagues and current connections.

Alyssum has structured its **board** to include Nancy Bradtmiller and Donna Fulkerson. Nancy is a trained Montessorian who founded the non-profit organization, Trees Indiana in 2006. She has served on many boards related to Urban Forestry such as ACRES, and Hoosier ReLeaf. Through this experience, Nancy has attended many workshops related to organizational development and strategic planning, fundraising, grant-writing and brand development. Donna Fulkerson, of Liechty Media has expertise in using media and branding concepts to develop fundraising events for local for profit and non-profit organizations.

Alyssum has also pursued advice from several fundraising **mentors and coaches** and foundation executives. We have built a close relationship with Tom Leedy, President, Dekko Foundation which funds alternative educational concepts in Northeast Indiana. Their largest project to date is Oak Farm Montessori School, Avilla, Indiana. In 2017, Alyssum also worked with a fundraising coach, Becky Hill through a local organization of nonprofit coaches. Becky has years of experience with a local school board and was the former Executive Director of MLK Montessori School, and the YWCA of Northeast Indiana and program director for the Northeast Indiana Nonprofit Alliance. Very recently, we have connected with Eric Oglesbee, who is the Executive Director for the Great Lakes Montessori Consortium at Good Shepherd Montessori School in South Bend, IN. Eric has offered to assist us with our fund development goals and provide support for grant writing.

The **Wildflower Foundation** has been an extraordinary resource for information about fundraising. All schools openly share fundraising information through Papyrus, a process management platform. Information is also available on Slack, a cloud-based collaboration tool. All Wildflower schools within a “hub” have an “entrepreneur” or fund development specialist. Even though Alyssum is not yet part of a hub, entrepreneurs readily collaborate with startups. Claire Goebel, partner in new site expansion and Katelyn Shore, operations coach to Alyssum and Teacher-Leader at Wild Rose Montessori in Cambridge, MA have both been indispensable in providing advice during our start-up year. A recent search for an entrepreneur to serve Indiana started early 2018.

Funds for the start-up of Alyssum Montessori School are needed to cover the cost of creating a learning environment in tune with the Montessori philosophy and the nine principles of Wildflower Schools. This includes money to secure a space, any permits required for renovations, and renovations to the space to ensure the safety of students and to bring the building up to code. It is also important to create a peaceful, beautiful environment conducive to learning. In a Montessori environment this includes high quality paint, flooring, furniture, storage and display products made from natural materials. Alyssum also needs to purchase Montessori materials for the primary and elementary levels.

The two Teacher-Leaders are committed to contributing a specific and equal amount of money for **start up**. We are also committed to finding in-kind donations to pay for a portion of services and labor such as architects, builders, interior designers, painters and flooring experts. In the event that start up funding cannot be secured, we have prioritized purchases and developed a three-year plan with student safety and learning at the forefront.

We consider direct ask to be one means of securing funds. We plan to follow up with friends and family as well as those who “follow” us on Facebook and Instagram. Our direct ask effort includes the creation of an email list of potential donors. The direct ask also includes crowd-sourcing money for specific products such as Montessori materials or furniture. The creation of a postcard size direct mailer is a goal of ours.

A fundraising event is planned for late Spring. Because socioeconomic equity is important to Alyssum Montessori School, we are developing an Equity Event to raise funds for scholarships for students unable to pay tuition without financial support. It is our goal to ask for in kind donations of food and space as well as small donations to “raffle” from local businesses. We are hopeful that the Indiana state tax credit of 50% of

the donation will encourage contributions. Our first year goal is to raise the equivalent of one full tuition (\$6,900). Because this event has been named in honor of a retired Montessori Teacher, Donna Kaiser, it is our hope that her family, friends, past co-workers and students will join us in donating and honoring her as we strive to build our scholarship fund. It is our plan that this fundraiser become an annual event and the foundation of an Indiana Wildflower Scholarship Granting Organization, (SGO).

Without start-up funding and in kind donations, Alyssum will seek a credit card or line of credit with PNC bank where the school bank account is held to pay for the most pressing items and services before opening in September 2018.

Any **capital** that the school has will be kept in the school PNC bank account. As a start up, this can come from donations or tuition from those families able to pay full tuition given their income bracket. Any money coming in at this time will go toward the **operational budget** of the school. We believe we have planned our tuition, student enrollment, staff needs and salary expectations in a responsible manner so that we will be able to pay for rent and other necessities our first year of operation, but will operate at a loss for the first and second year.

In years to come, as we have proven our success and sustainability, it is a priority to seek out and secure a variety of funding sources. This includes finding local corporate sponsors, pursuing a variety of grants and building relationships with local trusts. We have begun to develop relationships with AEP, PNC Charitable Trusts, the Dekko Foundation, Fort Wayne Community Foundation, Foellinger Foundation and the Institute for Quality Education. We are committed to traveling the pathway to starting an SGO and accepting vouchers to help us attain our goal of serving a socioeconomically diverse student population.

In March of 2017, we began our journey toward endorsement and affiliation with the Wildflower Foundation. At the same time, we began to research viable funding sources in our area. We began with the Paul Clarke Nonprofit Resource Center at the Allen County Public Library and met with the director Marilyn Fauth. She provided us with several resources to local funders and pro bono services, as well as workshops for nonprofits in grant writing and grant research. We met with local foundations, Bank trust officers and corporate funders. We also began our research the Indiana's voucher system for both preschool and upper grades through Paths to Quality and Freeway Accreditation. We met with a local agency, The Early Childhood Alliance to learn more about their experience with Paths to Quality. We also reached out to Northstar Montessori School in Columbus, IN. This is the only small Montessori school

in Indiana that has been Freeway Accredited. In December, 2017 in collaboration with Magnolia Montessori School, Louisville, KY we submitted an application to Gary Community Investments to receive the IDEO Prize for Early Childhood Innovation. In early February, 2018, Claire Goebel, partner in new site expansion with the Wildflower Foundation connected us with Abby Schumwinger at the Drexel Foundation who put us in touch with Caitlin Bell, Institute for Quality Education, Indianapolis, IN.

It is extremely important that Alyssum present in good faith our ability to manage the resources provided to our school as this funding helps us provide a quality education to a diverse group of children. Teacher-Leaders and the Board of Alyssum commit to using the resources provided by funders and the Wildflower Network to do so via Papyrus and direct contact with Claire Goebel and Katelyn Shore.

Essentially, the daily management of this information is the responsibility of the Teacher-Leaders of Alyssum Montessori School who will coordinate and collaborate this work with their board and the Wildflower Foundation, and specifically the future entrepreneur for the Indiana region. As of January 2018, it was announced that Alyssum would coordinate with the Indianapolis group, The Mind Trust, to share the services of an entrepreneur. A search to fill this role is under way. The following is a description of this position.

Entrepreneur Role Summary

The Wildflower Foundation is looking for an entrepreneurial person who shares our commitment to equity, innovation, wholeness, and Montessori education to plant the first seeds and begin the growth of a cluster of Wildflower schools in Indianapolis and in Indiana more broadly. This involves exploring and identifying the governance and **funding arrangements** that support our particular model; cultivating relationships with teachers interested in starting schools; supporting their learning and preparation during the planning phase and in the early years of operation; and **securing the necessary civic championship and financial support** to enable all of this.

What will you do?

Develop the public's understanding of Wildflower and help people appreciate the beauty of the model.

Create pathways for opening new Wildflower schools that allow Wildflower to **fully express its purpose of equity** and authentic Montessori at the school site level.

Build relationships with key partners, including public school districts, public charter authorizers and other institutions that might sponsor or authorize Wildflower schools and **advise on financial and regulatory needs**.

Cultivate donors to provide startup funds for new schools and the network, and develop and execute overall strategy for generating necessary support for our work in Indianapolis and throughout Indiana.

Identify, welcome and support prospective Montessori teacher leaders who are ready to start new Wildflower schools in Indiana by providing guidance around Wildflower's internal certification process.

Initiate the supportive community that will provide important coaching to teacher leaders as they launch Wildflower schools, including but not limited to training around school start-up, Montessori, community engagement and equity.

Offer guidance to new school leaders regarding local licensing guidelines and applicable state law to support them in opening new schools and maintaining compliance.

Foster the practices and structures needed for self-governance within the emerging Indiana network of Wildflower school leaders.

Financial Model (See Separate Attachment)

Network Growth Plan

Wildflower Schools are designed for replication. Wildflower launched the first school in 2014. It has now grown to 11 schools in 3 communities in less than 3 years. Four key elements support scaling: a franchise-style system for licensing and supporting new schools, a self-governing system of mutual accountability among schools to ensure quality, a much shorter timeline for preparing leaders than is necessary to replicate large schools, and a facilities model that uses widely available shop front space. Wildflower is committed to growing in Massachusetts and Puerto Rico and expanding to Minnesota and Colorado, and will consider additional locations for 2018 and beyond.

The Fort Wayne team was affiliated in the Summer of 2017, the first outside of an

established Wildflower hub. We are on track to open in September of 2018. Since our affiliation, another school, Magnolia Montessori, in Louisville, KY has also been affiliated. They opened their doors in October of 2017. Magnolia Montessori has been a tremendous support to Alyssum Teacher-Leaders as we navigate the journey to opening our doors. These teams, working outside of established hubs, were affiliated by Wildflower due to the strength, passion, and expertise of the Teacher-Leaders involved. We feel grateful for the support of the entire Wildflower Network of Montessori Schools.

In the last few months, Wildflower has also partnered with the MindTrust Organization in Indianapolis to begin working on a Charter Wildflower model for Indianapolis. The first Charter Wildflower is set to open in 2021. We are excited to be part of a sprouting network of Wildflowers in Indiana.

Alyssum Montessori School Annual Operating Budget for Year 1 of Operations

The line items listed are meant as a guide. Please add or delete items as necessary and replicate changes on all worksheets.

		<i>Comments and Underlying Assumptions</i>
Major Assumptions:		
Number of students	20	Two classes, 1 Primary (ages 3-6), 1 Elementary (ages 6-9)
Student : teacher ratio	10:01	
Number of teacher-leaders	2	Only one will be in the teaching role full-time the first year.
Number of primary teachers	1	
Number of aftercare teachers	2	
Facility square footage	1,800	
Average teacher salary	\$ 35,000	
Average aftercare teacher salary	\$ 6,400	
Voucher amount per pupil	\$ -	Not yet approved for vouchers
Tax credit amount per pupil	\$ -	Not yet approved for tax credit scholarships
State/Federal Categorical	\$ -	Not yet approved for lunch reimbursements
REVENUES		
Voucher revenue	\$ -	
Tuition & fees	141,000	This is a projection, if Alyssum has 20 students for 2018-2019. \$6,900 per student and \$150 supply fee per
Teacher Donation	5,000	
Fundraising (SGO Equity Event)	6,900	Projected event for Spring 2019.
Total Revenues	\$ 152,900	
EXPENDITURES		
Salaries		
Teacher – Leaders	\$ 75,000	
Primary Teacher(s)	30,000	
After care Teachers	6,400	This is the total amount is for 2 after-care teachers, each working about 10 hours per week.
Contract Teachers (Subs etc.)	2,394	
Artists in Residence	1,064	
Benefits		
Retirement		Retirement benefits may be a more desired option for our current staff, and will also be explored Year 2.
Health		Health benefits will be explored Year 2 and beyond, if needed. Current staff does not require this option.

FICA, S. Sec., workers comp., etc.	11,550	Assumes 10% of salaries per month
Administration		
Book-keeping & Banking Fees	1,390	
Office supplies	750	
Stationary, printing & postage	500	
Professional Development		
Membership & Subscriptions		
Academic Expenses		
Educational Materials	1,500	Could be more, if we are unable to purchase "gently used" Montessori materials.
Other books		
Other Operating Expenses		
<i>Please add a line for each anticipated service contract.</i>		
Student daily snack	960	
Liability & property insurance	5,500	
Custodial and Supplies	1,350	
<i>Utilities</i>		
Triple Nets & Internet	4,100	
Repair & Maintenance	600	
Wildflower Research		Slipper sensors
Marketing and Welcome Handbooks	250	
Plant Assets		

Building & land (rent, lease, mortgage)	13,125	Assumes monthly lease at \$6.25 psf going up to \$12.50 psf for last two months
Design & renovation of space		Landlord has agreed to help with costs to bring building to School and ADA code.
Alyssum SGO Fund		SGO Scholarships needed as a possible "Pathway" for Indiana School Choice voucher system
Loan Payment (Teacher Leader)	3,600	
Reserve Fund (Contingencies)	20,000	Assumes 10% of total expenses
Total Expenditures	\$ 180,033	
Surplus (Deficit)	\$ (27,133)	

Uncommitted Income (Fundraising Goals)		Comments and Underlying Assumptions
All Committed \$ (Total Revenues)	\$ 152,900	Enrolling now, with 8 applications received.
Request from the Drexel Fund		Start up money is requested for Year 0. May need additional in Year 1 for technology needed to take
Other Foundations (list each source)		
Foundation A (Pending)		
Foundation B (Pending)		
Corporations (list each source)		
Individual contributions pending		
Earned Revenue		
Other		
Total Uncommitted \$ to be raised	\$ -	
INCOME TOTAL (Projected)	\$ 152,900	

Alyssum Montessori School Monthly Cash Flow for Year 1 of Operations

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
REVENUES															
Voucher revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition & fees	-	-	14,100	14,100	14,100	14,100	14,100	14,100	14,100	14,100	14,100	14,100	141,000	141,000	-
Teacher Donation	-	-	500	500	500	500	500	500	500	500	500	500	5,000	5,000	-
Fundraising (SGO Equity Event)	-	-	-	-	-	-	-	-	-	-	6,900	-	6,900	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	\$ -	\$ -	\$ 14,600	\$ 14,600	\$ 14,600	\$ 14,600	\$ 14,600	\$ 14,600	\$ 14,600	\$ 14,600	\$ 21,500	\$ 14,600	\$ 152,900	\$ 152,900	\$ -
EXPENDITURES															
Salaries															
Teacher – Leaders	\$ 6,250	\$ 6,250.00	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 75,000	\$ 75,000	\$ -
Primary Teacher(s)	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	30,000	-
After care Teachers	-	-	640	640	640	640	640	640	640	640	640	640	6,400	6,400	-
Contract Teachers (Subs etc.)	-	-	239	239	239	239	239	239	239	239	239	239	2,394	2,394	-
Artists in Residence	-	-	89	89	89	89	89	89	89	89	89	89	887	1,064	(177)
Benefits															
Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FICA, S. Sec., workers comp., etc.	963	963	963	963	963	963	963	963	963	963	963	963	11,550	11,550	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration															
Book-keeping & Banking Fees	116	116	116	116	116	116	116	116	116	116	116	116	1,390	1,390	-
Office supplies	63	63	63	63	63	63	63	63	63	63	63	63	750	750	-
Stationary, printing & postage	42	42	42	42	42	42	42	42	42	42	42	42	500	500	-
Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Membership & Subscriptions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Academic Expenses															
Educational Materials	21,500	-	-	-	-	-	-	-	-	-	-	-	21,500	1,500	20,000
Other books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Operating Expenses															
Student daily snack	80	80	80	80	80	80	80	80	80	80	80	80	960	960	-
Liability & property insurance	458	458	458	458	458	458	458	458	458	458	458	458	5,500	5,500	-
Custodial and Supplies	-	-	135	135	135	135	135	135	135	135	135	135	1,350	1,350	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Triple Nets & Internet	410	410	410	410	410	410	410	410	410	410	410	410	4,920	4,100	820
Repair & Maintenance	60	60	60	60	60	60	60	60	60	60	60	60	720	600	120
Wildflower Research	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing and Welcome Handbooks	21	21	21	21	21	21	21	21	21	21	21	21	250	250	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plant Assets															
Building & land (rent, lease,	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	13,126	13,125	1
Design & renovation of space	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alyssum SGO Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve Fund (Contingencies)															
	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	(20,000)
Total Expenditures	\$ 33,556	\$ 12,055	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 13,158	\$ 177,192	\$ 180,033	\$ (2,841)
Monthly Surplus (Deficit)	\$ (33,556)	\$ (12,055)	\$ 1,442	\$ 1,442	\$ 1,442	\$ 1,442	\$ 1,442	\$ 1,442	\$ 1,442	\$ 1,442	\$ 1,442	\$ 8,342	\$ 1,442		
Cash in Bank (Cash Deficit)	\$ (33,556)	\$ (45,611)	\$ (44,169)	\$ (42,727)	\$ (41,285)	\$ (39,843)	\$ (38,401)	\$ (36,960)	\$ (35,518)	\$ (34,076)	\$ (25,734)	\$ (24,292)			

Alyssum Montessori School Five-Year Revenue and Expenditure Projections

Assumptions	Year					
	0 - Incubation (Optional)	1	2	3	4	5
Revenue Growth			2.5%	2.5%	2.5%	2.5%
State & local government price deflator (COLA)			2.5%	2.5%	2.5%	2.5%
Number of additional students			10	10	0	0
Number of additional staff			1	0	0	0
REVENUES						
Voucher revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Tuition & fees		141,000	230,000	310,296	318,053	326,005
Teacher Donation	\$ 5,800	5,000				
Fundraising (SGO Equity Event)	\$ 3,000	6,900	7,500	7,800	7,995	8,195
		-				
		-				
Total Revenues	\$ 8,800	\$ 152,900	\$ 237,500	\$ 318,096	\$ 326,048	\$ 334,200
EXPENDITURES						
Salaries						
Teacher – Leaders		75,000	\$ 86,000	\$ 90,000	\$ 94,000	\$ 100,000
Primary Teacher(s)		30,000	33,000	61,000	65,000	69,000
After care Teachers		6,400	6,720	7,040	7,680	8,000
Contract Teachers (Subs etc.)		2,394	2,454	3,000	3,000	3,000
Artists in Residence		1,064	1,091	2,000	2,500	3,000
Benefits						
Retirement		-	-	-	-	-
Health		-	-	-	-	-
FICA, S. Sec., workers comp., etc.		11,550	11,839	12,135	12,438	12,749
		-	-	-	-	-
		-	-	-	-	-
Administration						
Book-keeping & Banking Fees		1,390	1,425	1,460	1,497	1,534
Office supplies		750	769	788	808	828
Stationary, printing & postage		500	513	525	538	552
Professional Development			2,000	2,050	2,101	2,154
Membership & Subscriptions		-	400	410	420	431
		-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
Academic Expenses						
Educational Materials	\$ 20,000	1,500	2,000	1,000	1,000	1,000
Other books		-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
Other Operating Expenses						
Student daily snack		960	984	1,009	1,034	1,060
Liability & property insurance		5,500	5,638	5,778	5,923	6,071
Custodial and Supplies		1,350	1,384	1,418	1,454	1,490
Utilities		-	-	-	-	-
Triple Nets & Internet		4,100	4,203	4,308	4,415	4,526
Repair & Maintenance		600	615	630	646	662
Wildflower Research			-			
Marketing and Welcome Handbooks		250	250	250	250	250
		-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
Plant Assets						
Building & land (rent, lease, mortgage)		13,125	22,500	22,500	24,000	24,000
Design & renovation of space	\$ 20,000		5,000	5,000		

Alyssum SGO Fund	\$ 15,000		5,000	5,000	5,000	5,000
Loan Payment		3,600	3,600	3,600		
Reserve Fund (Contingencies 10%, then 5%)		20,000	10,500	10,763	11,032	11,307
Total Expenditures	\$ 55,000	\$ 180,033	\$ 207,882	\$ 241,664	\$ 244,736	\$ 256,614
Surplus (Deficit)	\$ (46,200)	\$ (27,133)	\$ 29,618	\$ 76,432	\$ 81,312	\$ 77,586

Uncommitted Income (Fundraising Goals)	Year 0 (optional)	Year 1	Year 2	Year 3	Year 4	Year 5
All Committed \$ (line 11-16)	\$ 8,800	\$ 152,900	\$ 237,500	\$ 318,096	\$ 326,048	\$ 334,200
Request from the Drexel Fund	\$ 55,000					
Other Foundations (list each source)						
Foundation A (Committed line 15)						
Foundation B (Pending)						
Corporations (list each source; indicate committed or pending for each)						
Individual contributions pending						
Earned Revenue						
Other						
Total Uncommitted \$ to be raised	\$ 55,000	\$ -	\$ -	\$ -	\$ -	\$ -
INCOME TOTAL (Projected)	\$ 63,800	\$ 152,900	\$ 237,500	\$ 318,096	\$ 326,048	\$ 334,200

Alyssum
Montessori School



Family Handbook 2018-2019

Alyssum is committed to maintaining a quality, authentic Montessori education through a collaborative effort between the school, parents, and students. Families can trust we will adhere to this commitment and these policies, just as we trust our families to do the same.

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Communication

During the school day, email is the best way to contact teacher-leaders with questions or updates on family situations.

sara@alyssummontessori.org

suzy@alyssummontessori.org

Primary teacher

After School Care teacher

It is important to pay attention to all forms of communication from school to home which include: a yearly calendar, a monthly newsletter, the **Remind App** text messaging for the most current dates and activities, and individual contact, as required.

Other informative places include our Facebook and Instagram pages, and the Alyssum website located at www.alyssummontessori.org. Facebook, Instagram and our website are for general postings about Alyssum, Wildflower and Montessori. It is not a form of communication between parents and teachers.

The Remind App is a free text messaging app for smartphones. This app helps teachers, and parents communicate quickly. Messages, photos and files can be sent in real time to an entire class, small group, or single person. At the start of the year, parents download the app. Next, teacher-leaders will set up an Alyssum account and you will be prompted to join by text using a unique class code. Once you've signed up, we will use this platform to make time sensitive announcements, send photos of your child and keep you updated on what's happening in our classroom community.

Notifications

During the day, please email us if your child will be absent, late or needs to be picked up early. Please send a joint email to Suzy and Sara with details.

Emergency Closure and Early Dismissal

Alyssum generally follows the Fort Wayne Community School decisions with regard to late openings, school closure and early dismissal. If we opt to not follow FWCS for some reason, we will send an email or Remind announcement to all families. Every family must make a decision for themselves about the safety of the driving conditions in their neighborhood. Please let us know if you opt to stay home due to poor driving conditions by sending a joint email to Suzy and Sara.

2018-2019 Tuition and Fees



For the 2018-19 school year, **tuition** for Alyssum is \$6,900 per child. The non-refundable **registration / supply fee** is \$150 per child and due by July 1st, 2018. Please speak directly with Alyssum Teacher Leaders for tuition rates for families with more than one child and for the ½ day Primary option for ages 3 to 6.

Tuition payment options include: Full tuition paid by August 1st or in monthly installments over 12 months.

You can mail or drop off a tuition check at Alyssum Montessori located at

Or, we can work with you to establish electronic payments directly from your bank account to Alyssum.

Because we are a small school, we are **dependent** on **timely tuition** payments. If you will be unable to pay your tuition on the first of the month, please contact Sara by email beforehand to discuss. sara@alyssummontessori.org

There will be a **late fee** of \$20.00 per day starting on the second day of the month for unpaid tuition balances.

In the event we are able to offer the option to pay tuition via **credit card**, the credit card processing fee will be added to your monthly tuition. Generally fees range from 2% to 3% per transaction, depending on the credit card service.

In the event we must purchase tuition insurance, a 2% to 3% fee will be added to the annual tuition cost, per family.

Financial Transparency

In the spirit of our collaborative culture at Alyssum, our intention is to maintain an honest and open relationship with families and we encourage our families to do the same. Alyssum will strive to be transparent about financial matters related to operating the school. Upon request, you are welcome to view line budgets, financial forecasts or fund development plans.

Understanding how this comes together to help us set a tuition that reflects the true cost of your child's education helps our partnership thrive. Because we are not equipped to provide 100%

financial assistance for tuition, please meet with us to discuss how we can support your financial contribution toward your child's education.

Our Teaching Community

Sara Gensic

Co-Founder, Teacher Leader

Elementary (ages 6-12)

For the past 20 years, Sara was either in the classroom or the library. She has been fortunate to work with children of all ages from infants through high school and places great value on collaboration with parents, students, and teachers. While she loves Montessori Cosmic Education for elementary students, some of her favorite lessons include Ancient Civilizations, Peace Studies with Montessori Model United Nations, and Writer's Workshop. Sara earned her Montessori elementary credentials after working at a local Montessori school for several years.

Suzy Ulmer

Co-Founder, Teacher Leader

Elementary (ages 6-12)

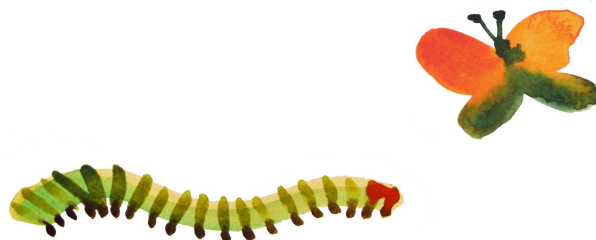
Suzy found her love for children after volunteering at a local therapeutic horseback riding center. While growing her family, she worked regionally to provide homebound preschool services to low-income families and taught parenting classes for a social service agency in Fort Wayne. She discovered Montessori elementary education at a local Montessori School and pursued her Montessori credentials and has taught for the past 13 years. She loves teaching children to appreciate Earth's beauty and the laws of nature through science and ecology lessons.

Primary (ages 3-6) Teacher-TBA

Background Info- Primary trained, 18 years of experience...

After School Care - TBA

Artist-in-Residence - TBA



Daily Schedule

One of the goals of Montessori education is to be responsive to the daily needs and interests of the child. These daily schedules always allow for flexibility.

Primary Students (schedule may vary depending on average age of class)

Monday-Friday

7:45-8:15	Arrival at Alyssum
8:15-11:00	Work cycle
11:15	Walk to park
11:45	Pick-up for half-day children at playtime location
11:45-1:00	Community, lunch, clean-up, chores
1:00-3:15	Nap, afternoon work cycle, group time, playtime
3:15-3:30	Dismissal from Alyssum
3:30-5:30	Afterschool Care

Elementary Students

Monday-Friday

7:45-8:15	Arrival at Alyssum, or other location (library, park etc.)
8:15-8:45	Playtime option
8:45-1:30	Classroom work cycle-(lunchtime choice)
1:30	Restore classroom
2:00-2:45	Walk to park for playtime
2:45	Group time or walk back to school
3:15-3:30	Dismissal from Alyssum
3:30-5:30	Afterschool Care

After School Care

The afterschool program at Alyssum is designed to be an extension of the values and methods that are part of our classroom during the regular school day. It is a place for children to spend more time outside, experiment with art supplies, play games with their friends, and much more. We use the same language and have the same social expectations for children that are in place during the rest of the school day.

Snack

We recommend children in afterschool care bring an additional snack to eat. The children will become quite hungry after the extended afternoon playtime at the park.

Sign-up

Sign-ups for aftercare occur in one month segments via an online sign-up. Please indicate your pick-up time when signing up. At this time, we are not charging an extra fee for aftercare. We trust families will sign-up in advance of use.

We are anticipating that most sign-ups will happen in advance, but if you need to use after school care on a drop-in basis, please email or use the Remind app to alert aftercare staff. Please notify us, by **noon** of the day you need drop-in care to make arrangements.



Special Days

We respect and celebrate the unique beliefs, holidays and traditions our families bring to Alyssum. Please let us know if you would like to share a special day with us.

Birthdays

For *primary children*, a child's birthday is honored with a "Walk Around the Sun". This concrete experience celebrates the child's journey through time and history. During this celebration, parents may choose to send a healthy snack for their child to share.

For *elementary students*, parents may be invited to a celebration prepared by the student, which will include a summary of the child's life, either in a timeline form or in another way selected by the student. Following that presentation, each person in the class gives an appreciation of the birthday child. Some elementary students **may choose not** to celebrate at school and this is respected as well.

Summer birthday celebrations can be arranged with a teacher during the school year.

Please save cupcakes, balloons, treat bags, etc. for the child's home birthday party. Please do not hand out birthday party invitations at school, most of our families send invitations via email.

Holidays

Primary students explore seasons and a variety of holidays.

Elementary students will decide which holidays to celebrate in class and will organize all activities related to that choice. The parents may be invited to some of these. You will receive information about these celebrations from the students.



Attendance, Arrival, and Dismissal

Attendance

Regular attendance is essential for children to succeed in school. A child who is excessively absent will miss out on community building and social opportunities that cannot be recreated. Excessive tardiness can have a similar effect on a child's educational experience and some children feel very uncomfortable when entering the classroom late. Of course, we encourage out-of-school activities that families deem important to their child's educational or emotional development, and realize sometimes these occur during scheduled school hours. Please carefully evaluate the benefits of these opportunities for your child and inform us as early as possible if your child will be missing school.

Arrival (Drop-off)

Primary and Elementary Students should arrive between **7:45am and 8:15am**. Drop-off is at the Alyssum front door on Calhoun Street, if your child can exit the car independently. Additionally, you may choose to park and walk your child to the front door.

Late Arrival

Any student who arrives after 8:15am should wait at the front door, on Calhoun, until one of the teachers opens it for them. The door will be locked. **The parent or caregiver must stay with the child until the door is opened.** The child and caregiver may then sign-in to school and prepare for the day.

Dismissal (Pick-up)

Daily dismissal is from 3:15pm to 3:30pm, Monday through Friday. Please see the information on afterschool care, if you need this option.

Early Dismissal Days

On early dismissal days, **join us for lunch** at 11:30. Families and teachers will connect at 12:15 and dismissal will begin at 12:45 to 1:00. At this time, there is no after school care on early dismissal days.

Alternate Caregivers

Parents may add additional caregivers to their list of adults authorized to pick-up their child at any time during the year. If there is an unplanned change of adult who is picking up, or if students are going home with other students, parents should email the school in advance.

Injuries, Illness, Medication

Injuries

Our normal procedure is to apply basic first aid and allow the child to return to their previous activity unless the accident is serious enough to warrant possible medical attention. In the latter case, parents are telephoned. Anytime there is a head injury, parents will be notified so they can decide whether the child needs to visit a doctor or not.

If the child must be picked up and parents cannot be reached, the child's emergency contacts are called. In serious or life-threatening conditions, emergency medical help is called immediately. All teachers are trained in first aid and CPR.

In all cases, an accident report is completed and given to you. We will ask you to sign and return the paper copy so we have record you have been informed.

Illness

If your child becomes slightly ill at school, we will watch the child and alert the parents. Parents can opt to pick the child up or wait for further updates. If a child develops a temperature over 100 degrees, vomits, has diarrhea, or is otherwise too uncomfortable and ill to be at school, the parents will be called to pick up the child. If the parents can't be reached after an hour, we will call the emergency contacts.

If your child becomes ill at home, please let us know as soon as possible via email. If a child is too ill to walk to playtime, the child is too ill to be at school. Often, we don't have enough adults to allow for one person to remain in the school with a single child and still ensure the safety of the other children at the park.

If your child has been ill with a fever and/or vomiting, he or she must be fever-free and had no vomiting events for 24 hours before returning to school.

Medication

If your child must take medication at school, parents must complete a medication form and submit it online to Transparent Classroom. This includes over-the-counter medications such as cough syrups or pain relief. For ongoing medications, the form can be filled out once with instructions and the medication handed directly from the parent to a teacher. If an inhaler or Epi-pen is kept at school for use as needed, we must have a medication form.

Inhalers, Epi-pens and other similar medications are kept with the first aid kit in the teacher's playground bag so they are accessible at all times. Other medications are kept in a secure place, out of reach of students. Medication may not be kept in a child's backpack or cubby.

Dress, Belongings, and Supplies

Peace and beauty are cornerstones of the Montessori environment. We ask that you please guide your child away from wearing clothing to school with distracting images such as superheroes, cartoon characters or other pop culture.

Please leave toys and electronics at home.

All families are responsible for dressing appropriately each day for the current weather situation. Unless it is pouring rain or dangerously cold, we go outside every day. Providing hats, gloves, boots and rain gear, as needed, is important for a successful daily outing.

Primary students are responsible for providing:

Indoor Shoes: One pair of indoor shoes to be kept at school.

Indoor shoes help keep the classroom clean and quiet. These shoes should be sturdy enough to wear outside during a fire drill. Upon arrival, changing into indoor shoes is a time for children to prepare themselves for the school day both mentally and physically. We ask that children are able to take shoes off and put them on independently.

Extra Clothes: Please bring an extra change of clothes to be left at Alyssum.

If your child is in the process of toilet learning, we encourage you to leave more than one set of clothes at school.

Lunchbox: Needed only if your child stays for lunch.

Please pack a **healthy lunch** for your child. As we are building independence, please pack containers that can be opened and closed by your child. We will let you know if there are any allergies among the children in the school.

Bedding: Needed by 3 year olds and some older children, if requested by teacher.

You will need a crib sized sheet, blanket and pillow. We will provide the rest mat for children. We will keep bedding here for the week and send home every Friday to be washed and returned the following Monday.

School Bag: Please provide a simple canvas style tote bag or backpack.

Elementary students are responsible for providing:

Backpack: Each student should have a backpack or other bag to bring items back and forth to school. Loose items can get misplaced in the classroom, please be sure that everything your student carries to school fits in the backpack.

Lunchbox/Snack Box: Lunches and snacks may be stored separately from the backpacks, so please pack them in their own container. Snack and lunch times are selected by the children individually as they are hungry. Please pack both healthy food and food that your child will eat. This is a good age to get your child in the habit of selecting and packing their own food. We have water available for the children to drink. We don't refrigerate or heat up food from lunch boxes. Many families include a freezer pack in the lunch box and a thermos works well for hot food. We will let you know if there are any allergies among the children in the school.

Water bottle: Each student should have his or her own, identifiable, and sealable water bottle to use for drinking water throughout the day. These will be washed at school on a daily basis.

Indoor Shoes: Please bring one pair of indoor shoes to be kept at school. Indoor shoes help keep the classroom clean and quiet, so please select shoes accordingly. These shoes should be sturdy enough to wear outside during a fire drill. Any style of shoe is appropriate, although slip-ons work well for ease of changing. Children will change into their indoor shoes upon arrival.

Extra Clothes: Send one set of seasonally appropriate extra clothes to be kept at school, including underwear and socks. **Extra socks** are always needed.

Sunscreen: If you would like your child to wear sunscreen at playtime, please send in a bottle for your child to apply before going out.



Discipline Philosophy and Practices

Our goal is for children to demonstrate increasing independence and responsibility, respect for themselves and others and to be aware of how to act appropriately in a variety of situations. We find children are most successful when parents follow practices similar to school at home – clarity of expectations, warmth and compassion, appropriate firmness and consistency. At Alyssum, the adults model the respect and self-regulation that we hope to see in the children.

Primary-aged children begin developing the self-awareness necessary for planning and directing their own actions and thoughts. Neuroscience supports the Montessori belief that self-regulation is a key to success in school and in life. The Montessori prepared environment and adult modeling build on this. They are designed to support the development of self-regulation by clearly, kindly, firmly and consistently imposing limits and routines that support children in the development of self-management.

Elementary-aged children are increasingly able to take another person's point of view and understand their role as a member of a community may mean the needs of the community supersede their individual needs. They are developing an awareness of how a group of people, whether a family, school, town or nation can work together to create a system of rules that allow the community to operate in a peaceful and successful manner.

Freedom within limits- As Montessori teachers observe children developing greater self-regulation, they are able to offer the child greater freedom. The Montessori adult response to children whose behavior does not respond to proactive, positive redirection is to take back some of the freedom typically given to the children. For example, if a child is not able to work with other children in a positive manner, the child may be asked to work on his or her own for a period of time.

Positive discipline- For a child experiencing difficulty, adults observe with the objective of determining the child's unconscious goal – most often a desire for inappropriate attention or power. The adult may choose to let the situation play itself out. For example, if one child is

unable to share decision-making within a group project, the other children might threaten to quit and in this way the child will decide to share.

The adult will step in to help with conflict resolution if the children have not yet developed the skills necessary to do this on their own. So that all children feel safe, if a child's actions are physically or emotionally dangerous to themselves or others, the child will be removed from the situation. Depending on the seriousness of the event, parents may be contacted.

Family Meetings, Classroom Visits and Volunteering

We delight in families participating in the day-to-day life of the classroom by visiting and observing, helping with complex projects, supporting the work of the teacher-leaders and assisting the elementary children as they "go out" into the community. Please attend our parent education opportunities in order to deepen your understanding of the Montessori philosophy and curriculum. Participating in **family meetings** on early dismissal days and **info sessions** are a time when we can share more details on important topics and foster close home to school partnerships which is key to your child's success at Alyssum. **Volunteering** in the classroom is another, way to support teacher-leaders and foster a sense of community and connection.

Parent visits to the classroom:

Parent visits will begin in mid-October in order to allow the children and teachers to come together as a community and to allow the new children to develop a sense of ownership and comfort.

We encourage that the first visit be a 30 to 60-minute observation where the parent sits silently and observes the class as a whole.

Subsequent visits seem to work best when parents come with a specific task. For example, parents will be **Invited-in** or asked to chaperone a **Going-out**. If you have some other ideas about participation in the classroom, please let us know.

Classroom Volunteer Training

August 22 - 23, 2018

Alyssum is a community that respects parents as first teachers to their children. We are here to support your growing practice of nonjudgmental observation, compassionate kindness, and freedom within limits.

We request that all parents attend a volunteer training so they are best able to participate in our classroom community. We believe this first and vital home-school connection sets the tone for the coming school year and leads to a positive experience for all.

During this training we will brainstorm ways to personally connect to school so that you feel comfortable sharing your skills, talents and connections to the community. We will explore the key ingredients to being a successful, hands-on Montessori “assistant”. We will also discuss the basic principles of Positive Discipline.



2018 Dates to Note

August 22-23—Classroom Volunteer Training

August 29-30—Classroom Visits and Orientation to Environment

Monday, September 3—Labor Day—No School

Tuesday, September 4—First Day For All Alyssum Students

Friday, September 28—Community Lunch and **Early Dismissal**

October 15-30—**Elementary Parents** schedule a conference call or visit the classroom

Wednesday, October 24—Parent Info Session

Wednesday, October 31—Community Lunch and **Early Dismissal**

November 1-15—**Primary Parents** schedule a conference call or visit the classroom

Wednesday, November 21—Community Lunch and **Early Dismissal**

Thursday, November 22-23—Thanksgiving Holiday—**No School**

Wednesday, November 28—Parent Info Session

Friday, December 21—Community Lunch and **Early Dismissal**

December 24-31—Winter Break—**No School**

2019 Dates to Note

January 1-4—Winter Break—**No School**

Wednesday, January 23rd—Parent Info Session

Friday, February 1—Community Lunch and **Early Dismissal**

February 4-8—Schedule a Conference with a Teacher Leader

Wednesday, February 27—Parent Info Session

Friday, March 1—Community Lunch and **Early Dismissal**
Wednesday, March 27—Parent Info Session

Thursday, April 18—Community Lunch and **Early Dismissal**
April 19-22—Spring Fling Long Weekend—**No School**
Wednesday, April 24—Parent Info Session

Wednesday, May 22—Parent Info Session
Monday, May 27—Memorial Day—**No School**

Tuesday, June 4—**Alyssum Last Day—Community Picnic and Early Dismissal**

Relevant Employment Experience and Responsibilities

Oak Farm Montessori School

Elementary Teacher-Grades 1-6

August 2008 to 2012, August 2015 to present

Preparation of the curriculum and classroom
Management of classroom and records
Collaboration with faculty and parents
Ecoliteracy Committee

Trees Indiana

Outdoor Education Specialist and Program Director

August 2014 to July 2015

Program Development and Delivery
Curriculum Development
Organization of Programming, Materials
Management of Staff, Interns and Volunteers
Fundraising and Grant writing
Marketing

Fort Wayne Children's Zoo

Curriculum Development and Program Delivery-4th grade science

August 2014-June 2015

(Temporary Position)

Created, wrote and delivered Zoo Scientific Inquiry Program
Maintained Records and Evaluation

Parkview YMCA

Aquatic Teacher-all levels and ages

October 2012 to August 2015

Preparation of materials and management of swim lessons

Three Rivers Montessori School

Elementary Teacher-Grades 1-3

August 2004 to June 2007

Preparation of the curriculum and classroom
Management of classroom and records
Collaboration with faculty and parents

Children First Center

Literacy Mentor-Ages 0-5

August 2002 to August 2004

Maintenance of documents and files
Home visits with low income families
Support services to preschool age children
Knowledge of early literacy and educational models

Catholic Charities

Marriage and Family Counselor-All ages

August 1993 to August 1996

Counseling to Couples, Families & Children

Case Management

Pre-adoption Assessment

Support Groups

Parenting Classes

Development of Staff In-service and
Mental Health Seminars to the Community

Educational History

St. Catherine University-St. Paul, MN

June 2010 to June 2011

Elementary I-II Credential-American Montessori Society

Indiana-Purdue University-Fort Wayne, IN

August 1991 to August 1995

M.S. Education- Marriage and Family Counseling

Thesis: Grief and Loss

Indiana University-Bloomington, IN

August 1979 to December 1984

B.A. Biology

Teaching License: Biology and General Science Grades 6-12

Volunteerism, Board Membership and Professional Membership

American Montessori Society, credential number 43,564

2006 to present

Wunderkammer

Education Committee/Teen Art Workshop

Northeast Indiana Regional Partnership-Spark Tank 2020

June 2012

Trees Indiana

2009-2011

Board Member: Outdoor Education Specialist

Cinema Center

2010

Board Member: Education Committee

Allen County Extension-Advanced Master Gardener/Tree Steward

2000 to present

Sara Gensic
1645 Colony Drive
Fort Wayne, IN 46825
Cell Phone: 1-260-564-4540
E-mail: sgensic@gmail.com

Objective

To serve children on their journey of self-construction.

Education

2011-2013, Hershey Montessori Training Institute, Avilla, Indiana
AMI Montessori Elementary Certification, Ages 6 to 12 Years

2001-2002, Indiana University, Indianapolis, Indiana
Master of Library Science and Minor School Library Media

1995-1999, Grace College, Winona Lake, Indiana
Bachelor of Art Secondary English Education

Career Experiences

August 2016 – May 2017, Pre-school Assistant
Most Precious Blood Catholic School, Fort Wayne, Indiana

Assisted with preparation of environments for children ages 3 to 4. Provided support to children one to one and in small groups as they navigated their first experience with school.

August 2013—May 2016, Upper Elementary Teacher
Oak Farm Montessori School, Avilla, Indiana

Planned and co-taught Montessori based lessons in all subject areas for children ages 9 to 12. Worked to create a classroom environment to support the needs we all have to explore, observe, self-reflect and perfect, imagine, talk, move purposefully, and develop our intellect and powers of abstraction,. Promoted peace education through participation in the Montessori Model United Nations program with Upper Elementary students. Designed and coordinated Parent Education events, student trips and “Going Out” experiences.

November 2005– 2013, Infant-8th Grade School Librarian
Oak Farm Montessori School, Avilla, Indiana

Collaborated with students, faculty and parents to provide library materials and information services in a timely manner. Designed and developed a Montessori school library program that included online catalog access for students, parents and teachers, provided developmentally appropriate library lessons for ages 3 through 14, collaborated with classroom teachers to provide support for student work, proposed and worked within an annual library budget that supported the curricular and recreational reading needs for all at Oak Farm, book-talked often and planned the annual book fair for the school.

May 2003—October 2005, Patron Services
Noble County Public Library, Albion, Indiana

Presented after-school programs and services for students ages 12-18, served as the “link” between the local public school and public library, designed promotional items for all library programming and materials, and managed collection development practices for three separate library facilities.

June 2000—January 2002
Ligonier Public Library, Ligonier, Indiana

Developed plans for youth library programs, taught English as a Second Language, and provided reference services to a varied group of library users.

August 1999- May 2000, High School English Teacher
Carroll High School, Fort Wayne, Indiana

Designed and implemented lessons for Literature and Writing. Collaborated with American History teacher for an American Studies course. Coached freshman cheerleading.

Interests and Activities

When free time arises, I enjoy reading, theatre, eating at unique restaurants, traveling to historic locations, mochas from Old Crown, quietly organizing cupboards and closets, and being at home with my family and friends.

Alyssum Job Descriptions - Roles & Responsibilities

Wildflower Schools, like Alyssum, put Teachers in the roles of Leaders in the school. We do not have traditional job descriptions, but rather go through an activity each year called Roles and Responsibilities. All partners at Alyssum, who will have responsibilities, beyond just teaching, complete the activity. It is something that can also be done mid-way through the year, as check and a reflection on how the role is being filled. In a Holacratic, self-managed, very small school, this is a great way to make sure all responsibilities of running the school are taken care of. The Roles and Responsibilities can be changed each year, as new needs become important or tasks become not needed. After all have completed the activity, we sit and reflect together to determine who will take the lead on certain roles and who needs to be available to give advice along the way. The following is a “snippet” of the Roles and Responsibilities for Alyssum. We will revise the lists before we complete the activity for the 2018-2019 school year.

	Skill to 5	Likability 1 to 5	Growth 1 to 5	Total Score
Lead the classroom; set up the yearly schedule of units of study in the areas of Mathematics, Culture, Language and Practical Life. Take care of curriculum planning following the principals of your Montessori training to follow each child in his or her fundamental development.	4	5	5	14
Set up the prepared environment according to your training, making sure all age appropriate materials are available from the start of the school year.	5	5	5	15
Set up systems for record keeping and maintain records.	3	4	5	12
Observe and record observations, both on completion of lessons and observations.	3	4	5	12

The example above is for the Teaching role. Each task or responsibility is given a “score” and tallied at the end to help facilitate the discussion of who will take the lead on each role. The areas of focus include: Teaching, Operations, Finance, Marketing, Compliance, Communications, Admissions, Human Resources. Each Teacher - Leader gives all responsibilities in each role a number. This is how we keep our job descriptions relevant and up to date on a yearly basis.