



Name of School	AMS member #
Brixham Montessori Friends School	53963

AMS SCHOOL ACCREDITATION SELF-STUDY REPORT for Initial School Accreditation

Cooperative Accreditation Process Report Cover Sheet

SCHOOL INFORMATION	
Name of School Brixham Montessori Friends School	AMS membership number (required) #53963
Head of School Alica Johnson-Grafe	Head of School Email alicabmfs@maine.rr.com
School's Street Address 18 Brickyard Court	City, State, Zip, Country (if outside Continental US) York, ME 03909
Phone 207-351-2700	Fax
Contact Person for School Accreditation, including title, if different from Head of School	Contact Person Email

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

ACCREDITATION INFORMATION
<input checked="" type="checkbox"/> Cooperative Accreditation with: <u>New England Association of Schools and Colleges</u> cooperating agency(ies)

I verify that the information submitted in this report is true and correct to the best of my knowledge. In addition, I understand that any omissions, incomplete or unclear information provided in the self-study report will require revisions or resubmissions and that the accreditation process may be suspended until the revision/resubmission is approved.

Head of School signature	Date (mm/dd/yyyy) 7-21-15
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SELF-STUDY REQUIREMENTS VERIFICATION CHECKLIST

Schools must complete and include this verification checklist with its self-study report.

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

- x The report contains a cover page containing the basic contact and organizational information regarding the school, including signature of head of school and date the report is being submitted to the AMS Office.
- x The report contains a Table of Contents with page numbers.
- x The report contains completed Self-Study Requirements Verification Checklist.
- x The report includes an introduction describing process used for the self-study.
- x The report includes a roster of which constituents worked on each element of the self-study report. It is clear that the self-study report was a collaborative process.
- x The self-study report includes a statement from the school confirming that it meets all American Montessori Society School Accreditation Standards.
- x The self-study includes a Profile of the School consisting of a comprehensive narrative description of who the school is, based on AMS Standards 1, 2, 5, 6, 7 and 8. Included are the following: institutional stability, characteristics of the school, demographics of the students, staff and community, other accreditations, affiliations, other school descriptors found in the AMS standards such as descriptors of personnel, facilities, financial management, etc.
- x The self-study defines the Educational Nature of the School in relation to 6 essential qualities of Montessori education. They are:
 - x The Montessori Learning Environment
 - x Students' Learning Activity in a Montessori Environment
 - x The Montessori Learning Relationships
 - x The Montessori Spirituality
 - x What the Montessori Teacher Is
 - x What the Montessori Teacher Does
- x The self-study describes Learner Outcomes and how the school measures and documents student progress in relation to eight essential qualities of Montessori education.
 - x Independence
 - x Confidence and Competence
 - x Autonomy
 - x Intrinsic Motivation
 - x Social Responsibility
 - x Academic Preparation
 - x Spiritual Awareness
 - x Global Citizenship
- x A Strategic Plan has been created or updated using the self-study analysis and includes an action plan that lays out the timetable and identifies the lead person for each action. ***Included in Appendix A and comprehensively covered in NEASC Self-Study Report, Part II***
- x The report includes an update of AMS Standards and Criteria Verification Checklist (# 2, 3, 4, and 5)
- x The report includes documentation clearly stating that the school is in full compliance with the cooperating agency's Standards.
- x The report includes all forms pertaining to the changes reported on the School Update section.



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SCHOOL UPDATES†

Please complete all sections.

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

FACULTY AND CLASSROOM INFORMATION

- Since the application for school accreditation, there has been no change in either the faculty or classroom information.
- Since the application for school accreditation, there has been a change* in the following areas:
- Faculty Credentials **
 - Faculty Class Assignment(s)
 - Age range of students in a class
 - Number of students enrolled in a class
 - Addition or elimination of a class(s) and/or level(s)

* For each change reported, the School must complete and include in the self-study report the Faculty and Classroom Information Form.

** Report must include a copy of the credential if the teacher has been hired since the most recent AMS school membership renewal.

FACULTY CREDENTIALS FOR NEW HIRES

- Since the application for school accreditation, new lead teachers were hired. All of the following required forms are included. (Check all that apply.)
- Teacher Credential Verification (to be completed for each lead teacher)
 - Photocopies of each lead teacher credentials (if applicable)
 - Verification of Employment/Service (to be completed for each non-AMS credentialed lead teacher)

† For each change reported, the School must complete and include in the self-study report the Faculty and Classroom Information Form.

I verify that the information submitted in this report is true and correct to the best of my knowledge.

Head of School Signature	Date (mm/dd/yyyy)
	7-15-15



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INTRODUCTION: School's Self-Study Process

Over the course of a year and a half, the teaching faculty and staff, as well as the accreditation steering committee, have reviewed, discussed and reflected on the New England Association of Schools and Colleges (NEASC) and the American Montessori Society (AMS) standards for school accreditation. This self-study was organized so that the teaching faculty and staff addressed the AMS standards 2, 3, 4 and 5 and the NEASC standards 4, 5, and 6 while the steering committee (comprised of three board members and the head of school) addressed the remaining NEASC standards. Significant time was allotted throughout the 2014-2015 school year to address both the AMS and NEASC standards with teaching faculty and staff meeting on staff meeting/early release days and teacher work days to look specifically at the AMS standards. In addition, the teaching faculty and staff also participated in two board/staff retreats in January and June of 2015 to review the NEASC standards, reviewing and discussing the draft self-study reports to see what was missing in each of the standards, as well as discussing in greater depth the school's strengths and weaknesses in these areas. At the June 2015 board/staff retreat, the school was able to summarize major findings from the self-study report and put together a strategic outline for future goals and objectives. The school expects to prioritize these goals and objectives in the near future with the final input reserved for the visiting AMS and NEASC accreditation team.

The school learned many things about itself through this self-study process. Perhaps most gratifying is the fact that the school community is well-loved. Parents, teachers, students, and alumni reported feeling very positive about their experiences at Brixham. The results of the constituency survey confirm that the school is healthy and strong, with high rankings received in almost all categories. The strengths of the school are many and include, in particular, a low student-to-teacher ratio; exceptional and caring teachers; a peaceful learning environment both in and out of the classroom (e.g. natural playground, school gardens, and vernal pool and walkways); and an engaged parent community. The self-study also helped reveal ways the school can improve. We feel a need for better, more efficient communication with parents to include more parent education; expanded classroom storage space for teacher materials and supplies as well as student belongings; additional classroom space for our "specials" (theater and music); improved record-keeping systems that are unified and consistent among programs; online storage of records and school data that is secure; more administrative help in the office and improved communication with prospective and alumni families; additional conference space for private conversations; and better outdoor access to bathroom and water fountain facilities. To paraphrase a comment from our June board/staff retreat, "We are a small school with big school needs and wants."

The accreditation process proved very beneficial to us. Through the framework it provided, we looked thoroughly at what we do and how we do it. In order to meet our deadlines, the process included scheduled times set aside for group discussions, giving us the opportunities we needed to meet and talk in collaboration with each other. This gave us an increased sense of identity as a group working toward common ends. At our gathering in June, we also talked about what our self-study reveals in terms of planning for the future. We now have a clear notion of where we are headed, and have come up with many action steps to get to our desired goals.

Brixham Montessori Friends School confirms that it meets all American Montessori Society School Accreditation Standards and that its educational leaders, faculty and staff, and board of directors are deeply committed to not only the school's mission "to honor each child's individuality, creativity and intellectual potential through an enriched Montessori educational



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program, but also to be a shining example of Montessori education for children ages 2-11 years. We look forward to hosting our NEASC and AMS representatives for the cooperative accreditation onsite visit on October 18-21, 2015.



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ROSTER OF COMMITTEES

STEERING COMMITTEE		
Name of Chair	Position	
Kristin Bailey	Board of Directors (Resigned 10/14)	
Name of Co-Chair (if applicable)	Position	
Angela Penfold	Board of Directors	
Committee Members	Position	Area Assigned
• Kristin Bailey	Board of Directors	NEASC Timeline and Surveys
• Angela Penfold	Board of Directors	NEASC Standards 1-3, 7, 9-15, Surveys, Board/Staff January Retreat, Edits
• Kelly St. Pierre	Board of Directors	NEASC Standards 1-3, 7, 9-13, Surveys, Board/Staff January Retreat
• Alica Johnson-Grafe	Head of School	NEASC Standards 1-3, 7, 9-15, NEASC Narratives, AMS Chair for Subcommittees, Board/Staff January and June Retreats, and Staff Meetings/Teacher Work Days

SUBCOMMITTEE: Profile of the School	
Name of Chair	Position
Committee Members	Position
• Angela Penfold	Board of Directors
• Kelly St. Pierre	Board of Directors
• Alica Johnson-Grafe	Head of School

SUBCOMMITTEE: Educational Nature of the School (AMS Standard 3)	
Name of Chair	Position
Alica Johnson-Grafe	Head of School
Committee Members	Position
• Nell Boley (3.1-3.3)	3-6 Assistant Teacher
• Leigh Waldman (3.1-3.3)	3-6 Lead Teacher
• Sarah O'Callahan (3.1-3.3)	Aftercare Teacher
• Michael Stone (3.4)	Lower Elementary Lead Teacher
• Heidi Salisbury-Finley (3.4) (3.13)	3-6 Assistant Teacher/Admissions
• Ann Merritt (3.4)	3-6 Lead Teacher
• Stephanie Finley (3.4) (3.13)	Upper Elementary Lead Teacher
• Marlane Bottino (3.5-3.8)	Lower Elementary Lead Teacher



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• Heather Ewing (3.5-3.8)	Lower Elementary Assistant Teacher
• Whitney Genatossio (3.9-3.12)	3-6 Assistant Teacher
• Jessa Sullivan (3.9-3.12)	Toddler Assistant Teacher
• Meg Kerr (3.9-3.12) (3.13)	3-6 Lead Teacher
• Dayna MacIntosh (3.13)	Lead Toddler Teacher

ROSTER OF COMMITTEES (continued)

Please add additional copies of this page as needed.

SUBCOMMITTEE: Learner Outcomes (AMS Standard 4)

Name of Chair	Position
Alica Johnson-Grafe	Head of School
Committee Members	Position
• Brianna Martin (4.1-4.7)	Upper Elementary Assistant Teacher
• Allie Fitzgerald (4.1-4.7)	3-6 Assistant Teacher
• Nell Boley (4.1-4.7)	3-6 Assistant Teacher
• Mary Testa (4.1-4.7)	Lower Elementary Assistant Teacher

SUBCOMMITTEE: Strategic Plan (AMS Standards 2.1-2.16)

Name of Chair	Position
Alica Johnson-Grafe	Head of School
Committee Members	Position
• Jessa Sullivan (2.1-2.5)	Toddler Assistant Teacher
• Leigh Waldman (2.1-2.5)	3-6 Teacher
• Stephanie Finley (2.6-2.11)	Upper Elementary Teacher
• Sarah O' Callahan (2.6-2.11)	Aftercare Teacher
• Alison Bell (2.6-2.11)	Business Administrator
• Kim Vachon (2.6-2.11)	Administrative Assistant
• Mary Testa (2.12-2.16)	Lower Elementary Teacher
• Meg Kerr (2.12-2.16)	3-6 Teacher
• Dayna MacIntosh (2.12-2.16)	Toddler Teacher
• Sarah O'Callahan (2.12-2.16)	Aftercare Teacher



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SECTION I: Profile of the School

Brixham Montessori Friends School (BMFS) was incorporated in 2001 as a 501(c) 3 Not for Profit Corporation. The school's mission is "to honor the child's individuality, creativity, and intellectual potential through an enriched Montessori educational program." It is governed by a five to seven member board of directors who are current and former parents of the school, along with a nonvoting head of school and business administrator. The board is responsible for approving annual tuition and annual salary increases and new employee benefits, as well as approving the school's fiscal year budget, fundraising goals, and major capital improvement expenses. In addition, the board reviews the school's tuition policies and considers exceptions to the tuition withdrawal policy on a case by case basis. The board appoints new board members as needed and evaluates itself and the head of school on an annual basis. The typical term for a board member is three to five years with a board member usually serving on a committee, such as fundraising or building and grounds, and demonstrating a commitment to the Montessori approach to learning by actively participating in parent education and school events.

The board of directors regularly reviews the school's bylaws along with the school's financial reports, such as 990's and financial audits. Minutes of the board meetings are archived and submitted annually to the school's lawyer who is also the agent for the school's charter. The school is owned by the corporation, having purchased its 9000 square foot building and 2.75 acres of land in 2006 with a USDA Rural Development loan. The school maintains adequate insurance coverage with an umbrella policy that includes Director and Officer's liability insurance. The school has no indebtedness other than the Rural Development loan for the school's mortgage which is a 40 year low interest loan at 4% interest.

The school is located in southern Maine in the historic seaside town of York, less than ten miles from Portsmouth, NH. The school serves approximately 90 students ranging in age from 2 to 11 years with most families living in York, Kittery, ME and Portsmouth, NH. The school's growth has been steady from about 20 students in 2000 to 40 students in 2003 to 70 students in 2006 to 80 students in 2009 to 90 students in 2012. Many of the school's families come to Brixham as prospective parents looking for a high quality preschool program for their children, ages 2-3, with referrals often made by friends and neighbors. Many of the prospective parents are new to Montessori, stumbling upon it in their search for high quality programs, and then discovering, that the school is a good match for their child and family. Students enrolling in the elementary programs usually grow up in the school and/or transition to the school after completing a 3-6 program at another Montessori school located 10 miles north of York. The school's families are mostly young professionals who have moved to York or to the Seacoast region of southern Maine and New Hampshire from more urban areas. The public schools in York are highly regarded, and there are two or three other local private schools that offer a competitive choice: a well-established Montessori school with a junior program; a Waldorf school of similar size and demographics as Brixham; and an independent private day school for PK-12. Despite this choice, many families say Brixham is unique in its warmth, sense of community, and exceptional teaching staff. In fact, there is very low teacher or staff turnover at Brixham, with many in their tenth plus years teaching or working at Brixham.

All lead teachers at Brixham are Montessori certified for the level they are assigned, with teaching assistants who are also Montessori certified or trained. Teachers express an appreciation for the small classroom sizes which promote the opportunity to connect with students on a daily basis. They feel that each of their students receives more individual attention



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than he or she might receive in a larger class with more students. With teacher:student ratios no greater than 1:8 at the elementary and preschool levels and no greater than 1:5 at the toddler level, teachers feel that they really get to “know their students.” Families also express much appreciation for the individual attention their children receive, as well as the personal attention they are given as parents, grandparents, caregivers, etc. Support staff echo similar sentiments, stressing the importance of developing close relationships with others in the community as a highlight of their work at Brixham.

The school building itself is a former office building with two stories set on two acres of mixed commercial property. It is tucked into a nook of trees near the highway but away from other commercial businesses. It has a vernal pool that has been developed with an interpretative nature trail and viewing platform; a school garden with a small greenhouse and six raised beds; and a community garden space designed to be an outdoor classroom with large stones to sit upon, surrounded by butterfly-attracting perennials. There are two playgrounds; one smaller playground for the toddler program and one larger playground for the 3-6 and elementary programs. The larger playground is kept as natural as possible with some of its wooded areas protected from the children’s play (the free ranging chickens, wild flowers, mosses, and even a few jack-in-the pulpits appreciate the protected areas). There are wild blueberry bushes, daffodils, and meadow flowers and grasses, as well as a large traditional wood play structure and monkey bars, a sandbox, a children’s nature house, black top with basketball hoops and tricycles, and a zip line for the older children. The smaller playground has a wood play structure and a sandbox as well, but also a stone wall, flower garden, rain barrel, and a natural wood counter with mixing bowls and other kitchen tools. Children from the toddler program venture into the larger playground for riding tricycles, sledding, visiting with the chickens, and taking nature walks.

Inside the school, there is a library (which serves as multi-purpose room for specials in theater, chorus and strings, beforecare and late aftercare, committee and board meetings, and indoor recess for younger children), an office, a teacher’s room, and two classrooms on the first floor and an art studio, kitchen-type space, a coat and cubby area, and four classrooms on the second floor. Each of the classrooms, except for upper elementary and art studio, has its own bathroom, and all classrooms have a sink and limited storage space. Lastly, there is a small loft area for teacher storage of materials and supplies, as well as office storage for files and miscellaneous committee supplies, on the third floor. The school has a “homey” feel, with carpets, wood floors, natural light, beautiful Montessori classroom materials and furnishings, and children’s art often on display on its hallway and library walls. There is the sense that there is slightly too much stuff, adding a feeling of clutter from time to time, and the need for more storage space is a high priority for all the teachers and staff.

The school’s finances are adequate for meeting the annual operating needs of the school; however, there is much dependency on parent volunteerism to maintain and make small repairs, as well as to raise funds for the school with approximately 6% of the school’s income attributed to fundraising events to include the annual appeal, the benefit auction, a wine raffle, and holiday pie sales. Over the past fifteen years, the school has established two teacher scholarship funds as a result of its development efforts, a tuition assistance endowment fund, and an operating savings fund, in addition to the savings account for major repairs as part of the Rural Development loan requirements. In order to stay competitive with other private schools in the Seacoast, the board of directors approves modest increases of 2-4% each year to keep tuition as affordable as possible. The school needs to consider its future financial growth and objectives and forecast how and when it should expand and invest in its long-term strategic goals.



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SECTION II: Educational Nature of the School

The school day at Brixham begins at 8:30am in the toddler and elementary programs and 8:45am in the 3-6 program. This staggered start helps to alleviate some congestion in the parking lot and coat locker/cubby area; however parents are still required to check-in and, depending on the program, read the daily message board with their child, and say good morning to the classroom teacher(s). While this daily contact between parent and teacher is an important part of the school's culture, there are challenges for programs to adhere to the two-to three-hour uninterrupted work periods. This is particularly true for the 3-6 program, with classroom teachers choosing to schedule two morning circles (at the start and end of the day) instead of one circle, often leaving less than two hours for children to work independently and without interruption, such as a transition to go to circle or outdoors. Teachers in the 3-6 program are aware of this challenge and have worked to either reduce the length of the circles or eliminate a circle so the two hour minimum work period can be honored.

In conjunction with the two hour uninterrupted work period, the Montessori classrooms at Brixham are designed to encourage independence and actively engage children with hands-on, didactic materials carefully displayed on low, easily accessible shelves. Each of the classrooms at Brixham has a full array of essential Montessori materials with some on permanent display and others brought out as the need arises or on rotation (if space is limited on shelves). Classrooms have limited storage for materials and teachers have placed a high priority on adding more classroom storage through adding wall cabinets and better organization of the teacher storage area on the third floor.

In the toddler classroom, each shelf unit is set up with materials and activities that span the curriculum, with one or two language materials, one or two sensorial materials, one or two math materials, etc. The practical life shelves in the toddler classroom are the only exception to having a representation of each of the curriculum areas. In the practical life area, snack, art, care of self and the environment, and activities to develop fine motor skills are grouped together on the shelves so there is easy access to water and clean-up. Other areas of the toddler classroom include gross motor activities, such as a slide, balance board, stairs, and heavy materials (e.g. jugs of water) to carry and move around the classroom. It is expected that any work in the toddler classroom is appropriate (other than misusing a material) with lessons happening spontaneously and in "the moment." The challenge for the toddler teacher is to maintain the classroom to keep up with the rapid growth of two-year-olds by adding or making new materials frequently, as well as caring for the environment with daily cleaning and disinfecting of materials that have been placed in the mouth, etc.

In the 3-6 classroom, shelves are arranged in clearly defined curriculum areas to promote independent learning, with choice essential to the Montessori philosophy and practice. 3-6 teachers keep daily records of lessons presented, as well as classroom observations and notes on individual students. Expectations for students in the 3-6 classroom are to make purposeful choices with work that is appropriately challenging for their year and experience. Children in the extended day (kindergarten) program have added responsibilities to complete a language, math or cultural work in the morning and to model making purposeful choices in other areas of the curriculum. The afternoon extended day program for third year students in the 3-6 program is more teacher-directed, with a group lesson in an area of writing, reading, math, geography or poetry, and follow-up activities to support these lessons. The challenge for the 3-6 teacher is to balance the needs of extended day students who still need opportunities to direct their own



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independent learning, but also guidance for making purposeful choices. This age group is often very social and relationships become important, sometimes at the expense of concentrated work. 3-6 teachers work hard balancing the need to honor the children's developmental stages and sensitive periods for independent choice, repetition, movement and socialization while recognizing that many of the students will transition to non-Montessori settings where reading, writing and math benchmarks may be valued more than independent choice, etc. Therefore, 3-6 teachers work hard to honor their students' current needs while preparing them for future expectations.

In the lower and upper elementary programs, teachers give students clear expectations for assignments and the students record these expectations in a daily or weekly planner; elementary students are responsible for managing their assignments in a timely way for completing the assignments according to guidelines established in their lessons. Students in the elementary program receive lessons based on their particular ability and level of proficiency in different curriculum areas with groups mixed according to student needs and interests. While the morning almost always includes the sacred two-hour work period, the afternoon is more interrupted with groups of students leaving for specials in studio art, fitness, chorus, and theater each day. Classroom teachers wonder if the benefit of having these specials outweigh the benefits of more concentrated work periods in the afternoons.

In a Montessori classroom there are no grades or use of extrinsic rewards. Instead students receive feedback directly from the materials with the control of error often inherent in the work itself. When no control of error can be made for a work, the child must rely on verbal or written feedback (depending on the age of the child and program expectations) from the teacher. Montessori teachers are trained to avoid comments like "good job" and other forms of extrinsic rewards, such as praising the "product" instead of the "process." Extrinsic rewards tend to undermine the child's ability to judge for him or herself that the work "is good." Instead, a Montessori teacher might say, "I see that you worked really hard on that job, etc." and reaffirm that the motivation to do well comes from "within." A teacher smile, eye contact, and genuine interest in a child's process also helps to support his or her efforts and initiative. Feelings of worth and esteem, as well as confidence, comes from the child knowing that he or she controls "what, where and when," as well as with "whom" he or she chooses to work. In addition to choice, the child learns that he or she has responsibilities to others in a Montessori classroom. These include not disturbing another child at work; treating the materials respectfully and in the way in which they were intended; and, as a child gets older, managing his or her time wisely and completing work according to the expectations set forth in his or her daily or weekly planners. The ground rules for working in a Montessori classroom are reinforced early, even as young as two or three years of age, and continually develop as the child matures over time. This process of settling into a rhythm of work that is unencumbered by distraction and fully engages the concentration of a child is called normalization. Normalization of a child and a classroom of children is a remarkable outcome of the Montessori method.

In a Montessori classroom, there is trust that a child will do what he or she needs to do because so much of learning is a spontaneous activity that cannot be directed. Teachers believe children have an innate desire to learn that, when presented with the right kind of activities at the right time, the child will be like a seed in "fertile ground." This spiritual dimension of learning is part of what makes Montessori education unique, with teachers who are more like gardeners than managers, preparing and cultivating the soil (environment) with activities and routines that nourish and feed the child's natural desire to learn. The Montessori teacher must be vigilant in his or her work so that each seed (child) has what is needed at the "right" time and the "right"



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place... preparing not only the classroom and materials, but also the teacher's own self so he or she is truly present with each child. In this way, the Montessori teacher models the kind of learning where cooperation, collaboration, and respect for oneself and others can flourish and grow.

WHAT BRIXHAM MONTESSORI TEACHERS ARE AND DO

All four age group spans (toddler, 3-6, 6-9 and 9-11) follow these fundamental principles for their role of the teacher in terms of what the teacher is and what the teacher does. Many of the following described teacher behaviors apply to all levels regardless of age group as they are universal in a Montessori classroom.

Observers.

Teachers watch and listen to the children to inform themselves about the children's individual skills and interests. They write down their observations for later reflection to help in lesson planning and for use when writing up conference reports. Observations include written records (in both anecdotal and checklist formats) maintained on a daily basis. At the toddler level, teacher observations encourage daily reflection and give insight into children's areas of interests, the flow and rhythm of their work cycles, as well as the work itself. A well-prepared toddler environment allows young children to explore, gain knowledge, and become more independent, confident, and secure. At the 3-6 year old level, teacher observations bring awareness of each child's individual needs and interests and help ensure that teachers are flexible in how, what and when they deliver lessons to "ignite the child's love of learning." At the lower elementary level, teachers share observations with one another to support a child's learning and to help them address a particular need or learning challenge. They also watch for social interactions among the children to determine how to best facilitate learning opportunities between children and to encourage older or more advanced students to assist younger or less advanced students. At the upper elementary level, teachers and students work together to set and maintain the tone and atmosphere in the classroom. Through shared conversation and after careful observations, upper elementary teachers use the information gleaned to help students modify expectations for their work and behavior as needed.

Analysts.

Teachers use their observations to determine each child's needs, asking themselves what the child already knows and how they can best support a child's learning to expand on this knowledge. Using daily running and anecdotal records, teachers ask themselves which Montessori lessons would assist in deepening or expanding a child's understanding, or further solidify what he or she already knows. The three-period lesson informs the teacher when a child has mastered a concept, and provides clear direction to what lessons or extension/variations are needed next.

Facilitators.

Teachers provide materials and offer appropriate lessons to be sure each child is challenged but also has plenty of opportunity to solidify skills, to explore sensitive periods, and to master the materials through repetition. Teachers create a well-prepared environment for each age level. At the toddler level, a well-prepared classroom environment encourages exploration and independence while building confidence and refining motor, language and social skills. At the 3-6 level, a well-prepared classroom environment invites the child to move through each of the areas of the Montessori curriculum in a sequential way while building concentration, coordination, independence and order. At the lower and upper elementary levels, a well-prepared



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classroom environment expects the child to navigate through the curriculum with greater independence and autonomy. A daily planner helps the lower elementary child organize his or her morning work period so assignments can be completed in a timely way, and so the presentation of new materials or the expectations for lessons are clearly communicated to the child. A weekly planner helps the upper elementary child take ownership for much of his or her school day with assignments and lessons planned well in advance and with clear objectives and expectations for work. The role of the Montessori teacher in the elementary program is to not only connect the child with the environment using the materials and resources at hand, but also to assist the child in developing his or her own critical thinking skills, to ask questions and seek answers to their problems.

Motivators.

Teachers introduce new information and materials on a regular basis to inspire children to actively explore and meaningfully engage in their classroom learning environments. Teachers share their own enthusiasm for learning and model a scholarly pursuit of knowledge, asking inquiry-based questions such as “I wonder if..., or what would happen..., or did you consider...?” At each age level, this quest is expressed in a way that is developmentally appropriate; it is genuine, personally relevant, and highly respectful of the child. At the toddler and 3-6 year old levels, teachers might delight in a child’s discovery by expressions of wonder and curiosity, or simply share in a moment of quiet contemplation. At the elementary levels, teachers might recognize opportunities for a child to discover his or her own gifts by asking that child to teach another child a material that he or she has mastered. At such times, the child flourishes with the realization that he or she is not only capable and competent, but also a valuable and appreciated member of the community.

Communicators.

Teachers ensure there is good communication with the parents of each child, using various means to communicate, such as electronic, printed, or verbal. Teachers talk with one another about individual children to share information, strategize learning goals and action steps, and to collaborate or problem-solve. At the toddler level, teachers place great emphasis on establishing parent trust early with home visits and student phase-in periods at the start of school. At the 3-6 year old level, teachers also place great emphasis on parent trust and good communication. They also communicate directly with children to clearly establish routines and to help them choose work, solve problems and ask for help if needed. At the lower and upper elementary levels, parent communication continues to be very important, but greater emphasis is placed on the child to communicate directly with the teacher and with other students to share information, solve problems, and to speak honestly with heart-felt sincerity about needs, concerns, and hopes.

Caretakers of the learning environment.

Based on the teacher’s understanding of child development and the Montessori philosophy, teachers set up classroom learning environments that are not only developmentally appealing and appropriate, but also provide for many enriched opportunities to learn about all aspects of the curricula – practical life, sensorial, language, mathematics, and cultural. Teachers know that learning is a three-way relationship which develops between the child, the teacher, and the classroom learning environment. Consequently, Montessori teachers work with great care and diligence to prepare, maintain, and enrich the classroom learning environment so that every child is actively engaged in purposeful and meaningful work each day.



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Of equal or greater importance, Montessori teachers help create and maintain a social environment that feels safe and inclusive for children. Teachers use positive discipline strategies to assist individual children exhibiting behaviors that negatively affect themselves and/or the learning community. At the outset of the school year, teachers at the 3-6 year level and elementary levels work with the children to come up with a social contract, which in its simplest form is: We agree to be safe, gentle, kind, and patient with each other, the materials and ourselves. Teachers post this contract on the classroom wall and refer back to it throughout the year as appropriate to keep the community focused on the classroom's initial goals. With this as the classroom's guide, teachers are clear about their expectations for acceptable behavior, and are matter-of-fact and firm in following up when these expectations are not met. Teachers view these as learning opportunities, rather than as forms of punishment; the goal is always to lead the child to behavior that is beneficial to her/him and to the group, and thus a teacher must use observations and analysis and empathy to achieve this aim. For younger children, and especially at the toddler level, teachers recognize feelings and give each child the opportunity to express themselves, helping them to articulate their feelings and allowing the child to solve his or her own challenges or problems with support as needed.

Role models.

Teachers serve as role models for how to be good citizens of the community through their own actions. Teachers speak in quiet voices and show respect to the children and to other adults, demonstrating grace and courtesy skills and genuine interest in one another; they are kind, considerate, and gentle in their actions. At the toddler and 3-6 year old level, teachers take special care to model how to move about the classroom, walking slowly and carefully around tables, mats, and chairs. They demonstrate precise and exact physical movements, like holding a tray with two hands, carrying work to and from the shelf, placing it back on the shelf in its right space, tidying up crumbs after snack, etc. At the lower elementary level, teachers believe that modeling appropriate behaviors is essential to the success of their students, consciously verbalizing what techniques are being used and then suggesting to students that they might try a similar approach; consistency in modeling these behaviors is very important, and also using mistakes as teachable moments to model how they might be corrected or approached in a different way. At the upper elementary level there is often a great need for social modeling. Teachers use role playing, skits and anecdotal stories to give students ideas to try in difficult or challenging social situations. Academically, teachers at the upper elementary level model their thought process in a verbal and visual manner. For example, teachers might use a mind map to show organization of research, or a bulleted outline for a written paper.

In addition to serving as role models in the classroom, Montessori teachers also serve as role models outdoors by coming prepared each day for all kinds of weather, making the outdoors a desirable place to spend part of the school day. With proper rain and snow gear, teachers model for parents and children the importance and love of the outdoors.

Helpers.

Teachers believe a child has an internal guide that must be respected and allowed to lead the way as much as possible. As a result, teachers serve as resources for the children, and view them as guides to their students' development rather than leaders per se. Children come to teachers to ask questions, converse, provide materials they need for their work. When appropriate, teachers do not hand out the answers but instead offer means for a child to find these on his own, in keeping with the self-correcting quality of the concrete Montessori materials. Teachers encourage children to use each other as resources as well. As a guide, if an adult feels things are not being managed well, he or she will intervene when it is necessary and



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call a group meeting if it is needed. Overall, teachers want children to understand that they have an impact on those around them and they are in control of their actions; teachers often have individual conferences with students who need a reminder to check the effect of their choices and reassess the choices they are making. In the case where a student has gone through most or all of the scaffolding, we will make a choice for them that improves their well-being as well as the group's well-being.

Witnesses.

Teachers constantly look for and witness moments of joy and beauty. These often occur when a child feels pride in her work or when children connect on a deep level with each other, teachers, the materials or nature. When appropriate teachers reflect the enthusiasm they see back to the children directly. For example, "You have a big smile right now. It looks like you're feeling proud of your work / enjoying being with your friend" etc. Sometimes a teacher's response is non-verbal, a smile and nod or a hug. Teachers often share the joyful moments they witness with their teaching partners; this is especially helpful when one needs an energy boost. The simple act of looking for and witnessing joy seems to create more of it.

Summary of Areas of Strengths and Areas that Need Improvement

Brixham has many strengths as it enters its 16th year as a school. It has a full array of Montessori materials in each classroom, an active and engaged parent community, an experienced Montessori teaching and administrative staff, and a school-wide commitment to its mission "*to honor the child's individuality, creativity, and intellectual potential through an enriched Montessori educational program.*"

Specifically, areas of strengths include:

- * clean, well-organized classrooms
- * low student to teacher ratios
- * dedicated and committed teachers
- * kind and compassionate students
- * supportive and generous parents
- * peaceful and calm learning environments
- * clear and consistent expectations
- * access to the natural world with school gardens, a wooded playground, and a vernal pool

Additionally, areas for improvement include:

- * reduced classroom interruptions during the morning and afternoon work periods
- * increased storage space for classrooms materials and student belongings
- * improved communication between classrooms and programs
- * reduced congestion in the parking lot and common areas

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SECTION III: Learner Outcomes

One of the beauties of a Montessori education is that children learn “how to learn.” This simple but fundamental outcome sets the Montessori child on a path of lifelong learning where he or she is remarkable in taking initiative and responsibility for what it is that he or she wants in school or life. Montessori children are described as very independent, often driven by their own criteria and motivations, confident and competent, socially aware, and appreciative. In particular, students at Brixham are known for their kindness, generosity, positive work attitudes, and maturity.

In their multi-year classrooms, students at Brixham have developed their leadership skills and abilities to negotiate respectfully with a variety of personalities, ages and egos. They are patient, determined, and autonomous... comfortable questioning authority in a respectful way. Because the Montessori curriculum is broad and deep, students who complete their three years in the 3-6 program or elementary programs are not only well-prepared academically for their transitions, they also have a big picture understanding of “how things work.” The cultural curriculum which includes geography, art, history, science, and peace education, begins with the whole and ends with the parts so graduates of a Montessori school have a context for understanding many of the world's issues, from the needs of man to the interrelatedness of living organisms. This cosmic view prepares each Montessori student to be a citizen of the world and to recognize his or her unique responsibility in caring for it.

Most of the information gathered for learner outcomes are from parent and alumni surveys, as well as anecdotal teacher observations and teacher made tests and quizzes. The third period lesson is an illustration of how a lesson is measured for mastery, with students demonstrating knowledge through example or with a concluding project, such as a research paper. Teachers at Brixham keep running records of a student's progress with checklists and observation notes, and use this information to report to parents semiannually at the parent/teacher conferences. Progress reports are a combination of checklists and narratives. The toddler and elementary program use both checklists and narratives in their reports, as well as pictures and examples of the children's actual work, while the 3-6 program uses only narratives for their reports. The school has discussed a more uniform approach to record-keeping and written reports and has identified improved record-keeping as a strategic goal in its self-study. Other forms of assessment that inform classroom teachers how their students are doing compared to the norm include students in grade 3, 4, and 5 taking the Terranova Surveys for students in the fall and guided reading assessments for extended day/kindergarten children and students in grades 1 and 2 in the fall and spring. While these tools can be helpful for identifying some strengths and weaknesses of the Montessori curriculum based on patterns of student responses from year to year, classroom teachers rely on the Montessori philosophy that is backed up by brain research demonstrating that Montessori students receive what they need to be successful in learning, specifically that curriculum content along with collaboration, choice and challenge are the keys to learning.

Teachers at Brixham would, however, like more evidence-based assessment tools that are appropriate for the Montessori classroom, but also understandable to mainstream educators. In addition, teachers would like more time built into their schedule to discuss student progress with one another as they plan and prepare students for transitioning from one program to the next, or from one school to the next, as well as amongst each other as they plan for the morning and afternoon programs in the 3-6 program. Increased planning time and a uniform system for



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record-keeping, as well as tools for tracking learner outcomes, are among the school's strategic priorities for improving communication.

Summary of Areas of Strengths and Areas that Need Improvement

Brixham accomplishes much of what Montessori education strives to achieve in its philosophy and practice: students take initiative and responsibility for their learning; students are independent, confident, and socially aware; and most importantly, students are kind, happy and compassionate. These outcomes are highly valued by parents and teachers, and help sets Brixham apart from other schools. However, much of this evidence is anecdotal and derived from teacher reports and observations and feedback from parents and alumni surveys. Brixham's challenge is to find appropriate evidence-based assessment tools to support these anecdotal teacher reports and observations.

Specifically, areas of strengths include:

- * a commitment to the three year learning cycles and the Montessori philosophy
- * a willingness to share and effectively communicate with mainstream educators about Montessori practice and philosophy
- * a desire to improve and standardized the school's record-keeping systems

Additionally, areas for improvement include:

- * increased planning time for teachers and staff
- * continued support for professional development and outreach with mainstream educators
- * improved record-keeping and tools for tracking learning outcomes



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SECTION IV: Strategic Plan

The strategic plan was comprehensively addressed in the NEASC and AMS Self-Study report, part II.



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SECTION V: STANDARDS AND CRITERIA CHECKLIST

IMPORTANT INFORMATION ABOUT AMS STANDARDS AND CRITERIA

Schools in the cooperative accreditation process AND following the cooperating agency's protocol must be in 100% compliance with AMS Standards and Criteria # 2, 3, 4, and 5. In addition, the school must provide documentation stating that it is in 100% compliance with the cooperating agency's Standards.

In addition, for all Standards, schools must include what the state and local regulations dictates plus list of verification documentation it will have available onsite for the visiting team to verify for each Standard and Criteria.

Self-study reports will not be accepted until the school indicates all of these Standards and Criteria have been fully met. Please use the following checklist to update the status your school's compliance with the AMS Standards and Criteria.

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan

The quality Montessori school promotes student learning and school effectiveness through strong governance and leadership and establishes, implements, monitors, and refines a strategic planning process to demonstrate continuous improvement.

Governance

CRITERIA:	STANDARD MET:
2.1 Establishes policies and procedures that provide for the effective operation of the school, including a system for short- and long-term sustainability of the governing body and school leadership.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ School Bylaws and Board Minute Archives 	
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative leader (head of school/principal/executive director) by delegating responsibility for the operations of the school to the administrative leader and ensuring that the administrative leader receives appropriate support, evaluation, and compensation.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ Head of School Annual Review and Administrative Contract 	
2.3 Provides an organizational chart that clearly defines lines of authority, relationships, and accountability to be included in employee handbook (see criterion 5.2).	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ Organizational Flow Chart, Employee Handbook and Parent Handbook 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan (Continued)

2.4	Ensures compliance with applicable federal, state, and local laws, standards, and regulations. If the school is exempt from licensing or compliance, written exemption of current issue (within the last five years) verifying exemption from the appropriate federal, state, and/or local agency is necessary to show compliance. It is the school's responsibility to be aware of all these laws and regulations and to take steps to be and remain in compliance. It is not the responsibility of AMS or the Visiting Team to verify compliance independently. Accreditation by AMS is not certification of a school's compliance with applicable laws and regulations.	x	YES	<input type="checkbox"/>	NO
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State Regulation:

List of Verification Documents Available for Visiting Team:

- *Maine Department of Education School Approval Renewal Application and Certificate and Maine Department of Health and Human Services Childcare License Renewal Application and Certificate*

2.5	Maintains on site all legal documents that define and describe the corporate status of the school (e.g., articles of incorporation, franchise agreements, proprietary registration, charter, and/or partnership agreements).	x	YES	<input type="checkbox"/>	NO
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State Regulation:

List of Verification Documents Available for Visiting Team:

- *School Bylaws*

Leadership

2.6	Fosters a learning community through collaboration with all stakeholders.	x	YES	<input type="checkbox"/>	NO
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State Regulation:

List of Verification Documents Available for Visiting Team:

- *Parent, Faculty, Alumni and Student Surveys*

2.7	Employs a system that provides for analysis and review of student performance and school effectiveness.	x	YES	<input type="checkbox"/>	NO
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State Regulation:

List of Verification Documents Available for Visiting Team:

- *Student Progress Reports, Copies of Annual TerraNova Testing Reports and Summary of Results*

2.8	Provides teachers and students opportunities to lead.	x	YES	<input type="checkbox"/>	NO
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State Regulation:

List of Verification Documents Available for Visiting Team:

- *Faculty and Student Surveys, Minutes of Staff Meetings, and School Calendar*

2.9	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.	x	YES	<input type="checkbox"/>	NO
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State Regulation:

List of Verification Documents Available for Visiting Team:

- *Parent Handbook, Employee Handbook, Minutes of Committee Meetings, Parent and Faculty Surveys, and Board Minute Archives*



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan (Continued)

2.10	Manages curricular and extracurricular activities that are sponsored by the school.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Parent and Faculty Surveys 					

2.11	Seeks and responds to community concerns in order to establish appropriate community expectations and to maintain stakeholder satisfaction.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Administrative Emails and Parent and Faculty Surveys 					

Continuous Improvement – Strategic Plan

2.12	Engages all constituents in a continuous process of improvement that: <ul style="list-style-type: none"> • Articulates the mission and vision of the school • Maintains a detailed and current description of students, learner outcomes, program effectiveness, and the school community • Employs goals and interventions to improve learner outcomes • Documents and uses the results to inform goals ...as outlined in a written 3- to 5-year Strategic Plan.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ 2011 Strategic Plan and 2015 Strategic Plan Outline 					

2.13	Engages and supports stakeholders in the process of continuous improvement.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Parent, Faculty, Student and Alumni Surveys 					

2.14	Ensures that plans for continuous improvement are aligned with the mission and vision of the school and the expectations for student learning.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Staff Email and Board Review of the 2015 Strategic Plan Outline 					

2.15	Annually monitors, updates, and communicates the progress and results of improvement efforts to stakeholders.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Annual Report, Friends Corner Express Newsletter, Monthly Newsletter from the Office 					



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan (Continued)

2.16	Annually evaluates and documents the effectiveness and impact of its continuous improvement process as outlined in the Strategic Plan.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Annual Board/Staff Retreats 					

Impact Statement

A quality Montessori school is successful in meeting this standard when its leadership advocates for the school's mission and vision and implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving its educational programs and services and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature

The quality Montessori school operates comprehensively within Montessori philosophy and provides a Montessori curriculum and Montessori instructional methods and materials that facilitate learning for all students.

CRITERIA:		STANDARD MET:	
3.1	Develops and implements a Montessori curriculum based on clearly defined expectations for student learning.	x	YES <input type="checkbox"/> NO
State Regulation:			
<i>List of Verification Documents Available for Visiting Team:</i>			
<ul style="list-style-type: none"> ▪ <i>Montessori Teacher Albums, Teacher Record-Keeping Sheets, and Students Records</i> 			
3.2	Promotes active involvement of students in the learning process, including opportunities to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	x	YES <input type="checkbox"/> NO
State Regulation:			
<i>List of Verification Documents Available for Visiting Team:</i>			
<ul style="list-style-type: none"> ▪ <i>Student Work Portfolios</i> 			
3.3	Gathers, analyzes, and uses data, research, and classroom observation in making curricular and instructional choices.	x	YES <input type="checkbox"/> NO
State Regulation:			
<i>List of Verification Documents Available for Visiting Team:</i>			
<ul style="list-style-type: none"> ▪ <i>Teacher Record-Keeping Sheets and Daily Teacher Planners</i> 			



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.4 Designs and uses instructional strategies, innovations, and activities that are research- and observation-based, meet student needs, and reflect best practice.</p> <p>Curriculum Design and Implementation of Instructional Programs</p> <p>The school provides a comprehensive Montessori educational curriculum based on the Montessori planes of development and implemented by Montessori-credentialed instructional staff as outlined in Standard 5. The school uses supplementary programs and materials that are deemed necessary to enhance the basic core curriculum for their student population. Activities in peace and cosmic education reflect the Montessori philosophy of peace and harmonious coexistence based on mutual respect that should be evident at all levels. The Montessori curriculum at all levels includes opportunities for community service within and beyond the school community, outdoor exploration and education, and experiences outside the classroom to expand learning (“going out”). To address the needs of the whole child, the curriculum promotes the students’ cognitive, physical, social-emotional, spiritual, and psychological development. Activities provide purpose, procedure, closure, and opportunity for success.</p> <p>Schools are expected to demonstrate the following curriculum planning and implementation indicators:</p> <p>3.4.1 <i>Infant/Toddler (Birth-3)</i> Curriculum planning at the 0 - 36 month level is extremely dependent upon developmental characteristics. The teacher plans the daily activities and general program goals based on the capabilities and interests of the child. Learning cannot be separated from motor development at this age. The structure of the curriculum is based on six developmental areas: sensory and perceptual, cognitive, physical, gross and fine motor, self-help skills, and social/emotional development. Materials allow children to explore, absorb, and experience their environment through their senses and kinesthetically.</p>	<p>x YES <input type="checkbox"/> NO</p> <p> <input type="checkbox"/> N/A</p>
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Montessori Teacher Albums and Teacher Daily Planners</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.4.2 <i>Early Childhood (2.5 – 6)</i></p> <p>Curriculum planning at the 2.5 – 6 year level integrates Montessori's fundamental philosophy of the child with the core areas of Practical Life (including grace and courtesy and care of self, others, and the environment), Sensorial, Math, Language, Peace and Cosmic Education, and Cultural Subjects (including Geography, History, Botany, Zoology, Physical Science, Art, and Music). The learning environment is student-centered and designed to promote the development of order, coordination, concentration, independence, cooperation, collaboration, inner discipline, self-motivation, self-regulation, and respect for self, others, and the environment. Self-directed learning includes choice, learning from built-in controls of error, and completing cycles of work by choosing, completing, and returning materials.</p>	<p>x YES <input type="checkbox"/> NO</p> <p> <input type="checkbox"/> N/A</p>
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Montessori Teacher Albums and Teacher Daily Planners</i> 	
<p>3.4.3 <i>Elementary I (6-9) and Elementary II (9-12)</i></p> <p>Curriculum planning at the elementary level considers that the student is entering a new plane of development characterized by tremendous imagination, critical thinking, critical questioning, a strong sense of morality and justice, and a strong need for peer relationships. Individually-paced academic progress allows students to explore their interests and acquire the mastery of basic skills and knowledge, including basics such as: numeracy and math facts, spelling, vocabulary, grammar, sentence analysis, creative and expository writing, and using technology for research and communication. In addition, the Montessori elementary learning environment offers activities that provide deeper educational experiences in the areas of: Mathematics (including Geometry and Algebra), Biological and Physical Sciences, Technology, Language Arts and Literature, History, Physical and Political World Geography, Civics, Economics, Anthropology, Peace and Cosmic Education, and areas of Art, Music, Additional/World Language, and Physical Education. Students have opportunities to plan, monitor and assess their own work, thereby enhancing their independence and responsibility for their own actions. The learning environment is student-centered and designed to promote the development of organizational and time management skills, conflict resolution skills, concentration, independence, cooperation, and collaboration.</p>	<p>x YES <input type="checkbox"/> NO</p> <p> <input type="checkbox"/> N/A</p>
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Montessori Teacher Albums and Teacher Daily Planners</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.4.4 Secondary I (12-15) and Secondary II (15 - 18) Curriculum planning at the secondary level is a continuation of the Montessori curriculum at a deeper level. The curriculum at the secondary level increases students' development in decision-making, problem solving, community building, and applying this learning to their lives and the larger community. Students expand on their cumulative experiences in the creation and care of the environment.</p> <p>Students have opportunities to plan, monitor, and assess their own work, thereby further developing their independence and responsibility for their own actions. The Montessori secondary curriculum includes opportunities for community service and career exploration, economic exploration, technology, activities in the humanities, peace and cosmic education, physical education, creative arts, outdoor education, and field studies.</p> <p>The secondary II (high school) curriculum continues to support the adolescent in valorization of the personality and stewardship of the Earth and humanity. These are essential aspects of a program for the older adolescent. This includes field experience and service opportunities. The curriculum expands on the work and elements in the Secondary I program, and prepares students for post-secondary education or careers through self-construction, extensive self-reflection, and opportunities for leadership and personal responsibility.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A</p>
<p>State Regulation:</p>	
<p><i>List of Verification Documents Available for Visiting Team:</i></p>	

<p>3.5 Structures classes with multi-age groupings</p> <p>Multi-age grouping is an integral part of the Montessori philosophy at all levels. Philosophically, the rationale is that individuals learn from each other with opportunities to lead, share, and serve as role models for their peers. Students can accelerate or take additional time as needed to learn skills. AMS Teacher Education Programs prepare teachers to work with a 3-year age span and to have the expertise to support skills both above and below a developmental level.</p> <p>A 3-year age span is the optimal configuration for early childhood and elementary Montessori classrooms allowing the maximum opportunity for students to interact and learn from one another.</p> <p>AMS acknowledges that for various reasons a 3-year age span may not be possible. A school seeking accreditation must apply for a variance if this specified age span standard is not met.</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>State Regulation:</p>	
<p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Enrollment Spreadsheet and Admissions Packet</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

3.6	<p>Maintains ratios and maximum group sizes as follows:</p> <p>The lowest ratio required by licensing or other accrediting agency supersedes AMS requirements for ratios and maximum group size. Where licensure or other accreditation standards do not specify ratios or group size, the following applies:</p> <p>The ratios of students to teaching staff, both Montessori-credentialed and assistant teacher/aide/paraprofessional, is appropriate for the age level:</p> <table style="margin-left: 40px; border: none;"> <tr><td>Infants (Birth to 18 months):</td><td style="text-align: right;">4:1</td></tr> <tr><td>Toddler (18-36 months):</td><td style="text-align: right;">8:1</td></tr> <tr><td>Early Childhood (2.5-6 years):</td><td style="text-align: right;">15:1</td></tr> <tr><td>Elementary (ages 6-12 years):</td><td style="text-align: right;">20:1</td></tr> <tr><td>Secondary (ages 12-18 years):</td><td style="text-align: right;">20:1</td></tr> </table> <p>The school assigns no more than the maximum number of students to each Montessori credentialed teacher that is appropriate to the age level:</p> <table style="margin-left: 40px; border: none;"> <tr><td>Infants (Birth to 18 months):</td><td style="text-align: right;">8</td></tr> <tr><td>Toddler (18-36 months):</td><td style="text-align: right;">16</td></tr> <tr><td>Early Childhood (2.5-6 years):</td><td style="text-align: right;">30</td></tr> <tr><td>Elementary (ages 6-12 years):</td><td style="text-align: right;">30</td></tr> <tr><td>Secondary (ages 12-18 years):</td><td style="text-align: right;">30</td></tr> </table>	Infants (Birth to 18 months):	4:1	Toddler (18-36 months):	8:1	Early Childhood (2.5-6 years):	15:1	Elementary (ages 6-12 years):	20:1	Secondary (ages 12-18 years):	20:1	Infants (Birth to 18 months):	8	Toddler (18-36 months):	16	Early Childhood (2.5-6 years):	30	Elementary (ages 6-12 years):	30	Secondary (ages 12-18 years):	30	x YES <input type="checkbox"/> NO
Infants (Birth to 18 months):	4:1																					
Toddler (18-36 months):	8:1																					
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Elementary (ages 6-12 years):	30																					
Secondary (ages 12-18 years):	30																					
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ Enrollment Spreadsheet and Attendance Records 																						
3.7	<p>Offers a curriculum that challenges each student to excel, reflects a dedication to equity, and demonstrates a commitment to diversity.</p>	x YES <input type="checkbox"/> NO																				
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ Teacher Daily Plans and Year Long Cultural Curriculum Plans 																						
3.8	<p>Provides and follows a collaboratively-designed curriculum and scope and sequence, including benchmarks, across all program levels within the school; these are communicated to all constituencies.</p>	x YES <input type="checkbox"/> NO																				
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ Montessori Teacher Albums and Student Progress Reports 																						
3.9	<p>Allocates and protects 2- to 3-hour blocks of uninterrupted instructional time to support student learning. Schools schedule enrichment programs and transition times to accommodate these blocks.</p>	x YES <input type="checkbox"/> NO																				
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ Classroom Daily and Weekly Schedules 																						



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

3.10	Provides accommodations and interventions to help students meet expectations for student learning.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Copies of Student Individual Education Plan (IEP) or 504 Plan and Parent and Teacher Conference Notes, Teacher Daily Plans, and Student Work Plans 					
3.11	Monitors school and classroom climate (including both indoor and outdoor environments) and takes appropriate steps to ensure that it is conducive to student learning and social/emotional growth.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ HVAC Maintenance Records and Employee Handbook 					
3.12	Ensures that all students and staff members have regular and ready access to instructional materials and tools, including technology where appropriate, based on school mission, and a comprehensive materials collection that supports the curricular and instructional program.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Annual Budget, Classroom Supply Lists and Teacher Self-Evaluations 					
3.13	Maintains an environment that incorporates materials, structure, and leadership to best meet the needs of all students.	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ Employee Handbook and Teacher Self-Evaluations 					
3.13.1	<p><i>Facilities, Instructional Materials</i></p> <p>Classroom environments in quality Montessori schools are equipped with a full range of fundamental Montessori materials, aesthetically displayed and easily accessible to students. Curriculum support materials to meet the needs of the children may be incorporated into the classroom. Schools inspect and evaluate materials regularly for completeness and good working condition and keep a school-wide inventory of all instructional materials and furnishings, including a repair and replacement plan.</p> <p>Classroom environments in quality Montessori schools are equipped with furnishings (tables, chairs, etc.) of sizes and quantity to meet the needs of students.</p>	x	YES	<input type="checkbox"/>	NO
State Regulation:					
<i>List of Verification Documents Available for Visiting Team:</i>					
<ul style="list-style-type: none"> ▪ AMS Materials Checklist, Classroom Supply Lists, and Teacher Self-Evaluations 					



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.13.2 <i>Physical Environment</i> The environment:</p> <ul style="list-style-type: none"> • Is clean, orderly, neat • Has logical organization of materials/resources/activities, by level of difficulty and sequence of skill development • Is aesthetically pleasing • Is appropriate in size (follows licensing regulations) • Has adequate furnishings for size and ages of students • Has accessible, neat storage area for students' belongings • Has accessible, neat storage of teacher materials • Has a water source available • Allows for a variety of activities such as individual/group, floor/table, noisy/quiet, and active/sedentary • Accommodates different learning styles and different kinds of work 	x YES <input type="checkbox"/> NO
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Montessori Teaching Albums and Teacher Self-Evaluations</i> 	
<p>3.13.3 Provides for display of students' work</p>	x YES <input type="checkbox"/> NO
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>School Website and Photo Gallery</i> 	
<p>3.13.4 <i>Structure and Curriculum</i> Classroom schedule:</p> <ul style="list-style-type: none"> • Encourages the student's spontaneous activity • Provides community building and leadership opportunities appropriate to each level • Allows for a balance of uninterrupted, self-directed, self-teaching, and collaborative activities with the presentation of individual, small, and large group lessons 	x YES <input type="checkbox"/> NO
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Classroom Schedules and Teacher Daily Plans</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.13.5 Classroom leadership</p> <p>The teacher exhibits the following characteristics and abilities:</p> <ul style="list-style-type: none"> • Plans, implements, and keeps records of clear, meaningful individual, small, and large group lessons and activities • Monitors the overall environment during individual lessons and through general observations • Works with students to assess the quality of their work using developmentally appropriate guidelines and assessment tools such as portfolios (including samples of student work) • Facilitates regular, ongoing communication of student development through parent and/or family conferences as needed • Implements accommodations and interventions to help students meet expectations for student learning, with appropriate consultation with administration and parents • Uses a comprehensive record keeping system that accurately reflects the student's development • Uses an effective system for communication with parents, acknowledging parents' needs and offering a variety of means for communication, e.g. electronic, oral, written and/or online newsletters and notes • Shares knowledge of the students' development and concepts appropriate to each level with staff and parents • Recognizes and provides opportunities for students to participate in meaningful, age-appropriate leadership activities 	<p>x YES <input type="checkbox"/> NO</p>
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Weekly Staff Meeting Notes with the Head of School, Student Progress Reports, Classroom Newsletters, Teacher Daily Planners, and Student Daily or Weekly Work Planners</i> 	
<p>3.13.6 Professionalism</p> <ul style="list-style-type: none"> • The teacher demonstrates knowledge and internalization of the core beliefs of Montessori philosophy, such as respect for the individual learner, preparation of self and the environment, fostering independence, order and concentration in the student, respect for and recognition of sensitive periods, planes of development, intrinsic motivation of the student, and the absorbent mind. • The teacher has a written plan for and documentation of continuing professional growth that includes evidence of personal reflection in preparation of self • The teacher has fundamental communication skills to support the social and emotional development of students and advisory skills appropriate to the age level • The teacher interacts appropriately, respectfully, and professionally with students, colleagues, and parents • The teacher develops and refines fundamental communication skills with parents about student's social/emotional and academic progress • The teacher is guided by the AMS Code of Ethics 	<p>x YES <input type="checkbox"/> NO</p>
<p>State Regulation:</p> <p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher Self-Evaluations, Head of School Evaluations, and Employee Handbook</i> 	



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Impact Statement

A quality Montessori school is successful in meeting this standard when it implements a Montessori curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process and students exhibit a joy in learning. Teachers provide opportunities for students to apply their knowledge and skills to real world situations.



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 4: DOCUMENTING AND USING RESULTS

The quality Montessori school enacts a comprehensive assessment system that monitors and documents outcomes and uses these results to improve learner outcomes and school effectiveness.

CRITERIA:	STANDARD MET:
4.1 Develops and implements a comprehensive assessment system for evaluating progress toward meeting the established expectations for student learning across age levels, which may include research-based assessment tools and/or alignment with common core and/or state standards.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Student Progress Reports, Copies of Student Assessments, and Teacher Record-Keeping</i> 	
4.2 Uses student assessment data in making decisions that impact continuous improvement of teaching and learning processes.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Teacher Record-Keeping and Teacher Daily or Weekly Planners</i> 	
4.3 Conducts a systematic analysis of instructional effectiveness and uses the results to improve student learning.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Copies of Student Assessments and Teacher Record-Keeping</i> 	
4.4 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.	x YES <input type="checkbox"/> NO
State Regulation: <i>two complete set of secure student records: onsite and offsite</i>	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>On-Site Student Records</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 4: DOCUMENTING AND USING RESULTS (Continued)

As applicable to **Elementary** and **secondary** levels:

CRITERIA:	STANDARD MET:
4.5 Communicates the results of learner outcomes and school effectiveness to all stakeholders.	x YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Copies of Letters Sent to Parents for Assessment Results and Student Progress Reports</i> 	
4.6 Uses comparison and trend data of learner outcomes from comparable schools in evaluating its effectiveness.	x YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>School Analysis of Assessment Results</i> 	
4.7 Communicates the results of learner outcomes and school effectiveness to all stakeholders.	x YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Copies of Letters Sent to Parents for Assessment Results</i> 	
4.8 Demonstrates verifiable growth in learner outcomes.	x YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Student Progress Reports</i> 	

Impact Statement

A quality Montessori school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined outcome measures. The system is used to assess student outcomes on expectations for student learning, to evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student learning. The assessment system yields timely and accurate information, both qualitative and quantitative, that is meaningful and useful to students, school leaders, teachers, and other stakeholders in understanding learner outcomes, school effectiveness, and the results of improvement efforts.



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 5: PERSONNEL

The quality Montessori school provides for ethical, fair, and non-discriminatory practices for all employees, teaching and non-teaching.

CRITERIA:	STANDARD MET:
5.1 Provides written employment agreements for all school personnel annually, including written job descriptions, compensation, benefits, and terms of employment.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Employee Contracts and Employee Handbook</i> 	
5.2 Provides an employee handbook that includes a written non-discrimination policy.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Employee Handbook</i> 	
5.3 Ensures that all staff participates in a continuous program of professional development and documents teachers' plans for and participation in ongoing professional development.	x YES <input type="checkbox"/> NO
State Regulation: <i>Maine Department of Education/Certification Office and Maine Department of Health and Human Services/Child Care Licensing</i>	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Personnel Files</i> 	
5.4 Provides opportunities for faculty and staff to provide input in decision-making.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Copies of Staff Meeting Minutes</i> 	
5.5 Ensures that the Head of School and at least 50% of credentialed lead teachers maintain active membership in the American Montessori Society.	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Copies of Teacher and Head of School AMS Memberships</i> 	
5.6 Maintains copies of lead teachers' Montessori credentials, licenses, teaching certificates, and transcripts and updates this information with AMS as changes occur.	x YES <input type="checkbox"/> NO
State Regulation: <i>Maine Department of Education/Certification Office and Maine Department of Health and Human Services/Child Care Licensing</i>	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Personnel Files</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 5: PERSONNEL (Continued)

5.7 Implements an annual evaluation system that provides for the professional growth of all personnel and maintains records of all evaluations.	x YES <input type="checkbox"/> NO
State Regulation: <i>Maine Department of Education/Certification Office and Maine Department of Health and Human Services/Child Care Licensing</i>	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Personnel File</i> 	
5.8 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience).	x YES <input type="checkbox"/> NO
State Regulation:	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Employee Contracts and Personnel File</i> 	
5.8.1 Administrative leader (head of school/principal/executive director) has professional qualifications that meet state and local regulations, as applicable. Emerging criterion effective July 1, 2020: Administrative leader (head of school/principal/executive director) holds a bachelor's degree and qualifies with the minimum number of points required in the Head of School Requirements Verification.	x YES <input type="checkbox"/> NO
State Regulation: <i>Maine Department of Education/Certification Office and Maine Department of Health and Human Services/Child Care Licensing</i>	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Head of School Personnel File</i> 	
5.8.2 A school that employs more than one lead teacher shall designate an educational supervisor/coordinator who holds a qualifying Montessori administrator or teacher credential. The coordinator will oversee the consistency of educational quality and serve as a resource to other staff members.	x YES <input type="checkbox"/> NO
State Regulation: <i>Maine Department of Education/Certification Office and Maine Department of Health and Human Services/Child Care Licensing</i>	
<i>List of Verification Documents Available for Visiting Team:</i>	
<ul style="list-style-type: none"> ▪ <i>Lead Teacher Personnel Files</i> 	
5.8.3 Employs lead teachers who qualify with the minimum number of points required in the Teacher Requirements Verification and hold a Montessori teaching credential for the age level taught. Pre-1991 credentials must be from a non-distance learning Montessori teacher education program. Post-1991 credentials must be from an AMS, NCME, AMI teacher education program, or from a MACTE-accredited course. Note: All AMS teacher education programs are accredited by MACTE.	x YES <input type="checkbox"/> NO



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*Emerging criterion effective July 1, 2020: Secondary teachers must hold a Montessori teaching credential for the age level taught from an AMS, NCME, AMI teacher education program, or a MACTE- accredited course.

State Regulation:
<i>List of Verification Documents Available for Visiting Team:</i>
<ul style="list-style-type: none"> ▪ <i>Copies of AMS or AMI Teacher Credentials and Employee Contracts</i>

5.8.4 Elementary and secondary lead teachers must hold a Bachelor's degree from a regionally-accredited institution or equivalent.	x	YES	<input type="checkbox"/>	NO
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State Regulation: <i>Maine Department of Education/Certification Office</i>
<i>List of Verification Documents Available for Visiting Team:</i>
<ul style="list-style-type: none"> ▪ <i>Copies of Transcripts and Personnel Files</i>

5.9 Provides and assigns staff that are sufficient in number to meet criterion 3.6 and the mission and vision of the school.	x	YES	<input type="checkbox"/>	NO
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State Regulation: <i>Maine Department of Education/School Approval and Maine Department of Health and Human Services/Child Care Licensing</i>
<i>List of Verification Documents Available for Visiting Team:</i>
<ul style="list-style-type: none"> ▪ <i>Employee Contracts and Personnel Files</i>

Impact Statement

A quality Montessori school is successful in meeting this standard when it clearly states and adheres to roles and responsibilities expected of all employees and employs qualified personnel. The school states and follows fair and ethical employment practices for all employees.



American Montessori Society
Office of School Accreditation
Candidate School's Self-Study Report

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