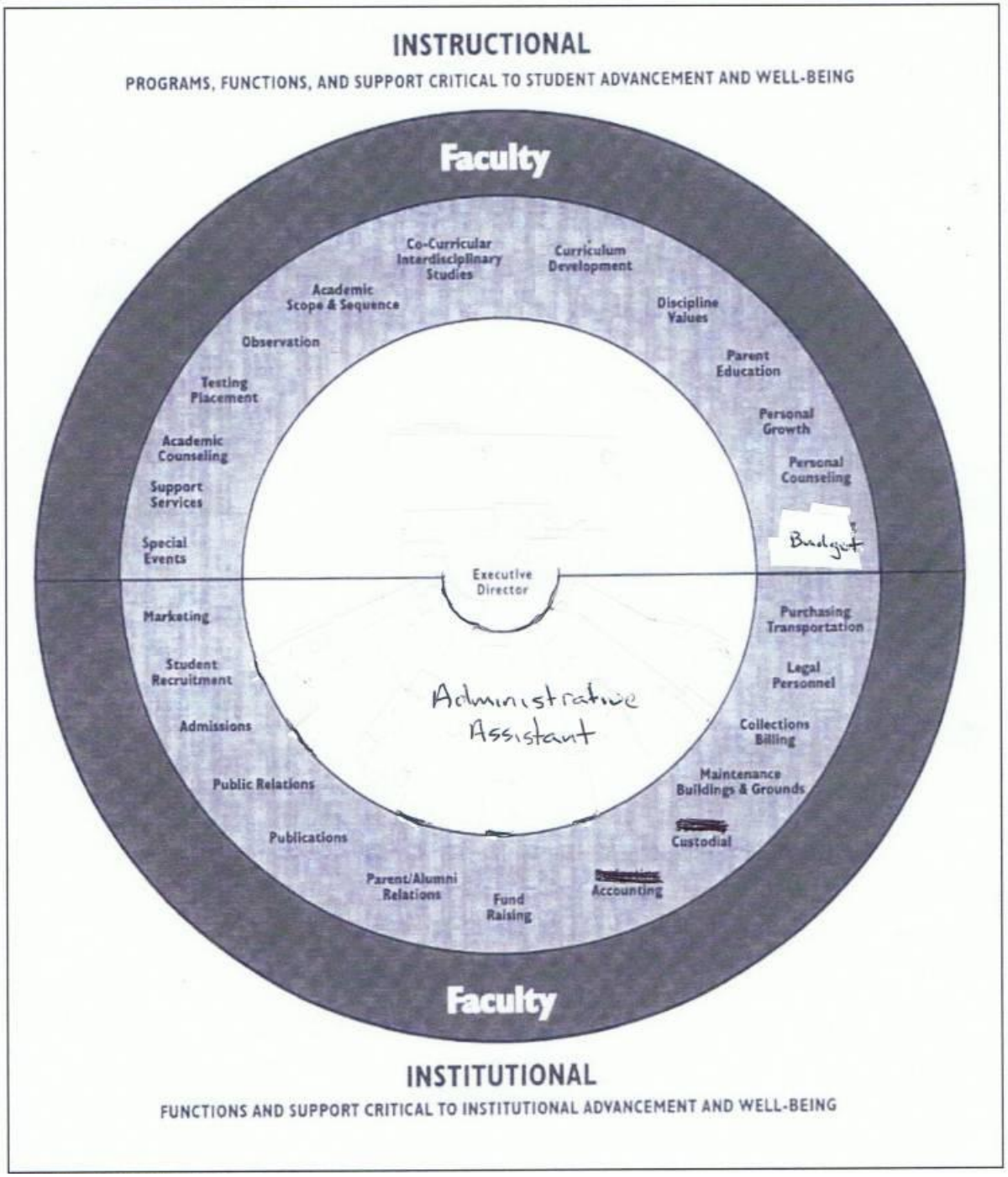
B.4 MANAGEMENT AND OPERATIONS

Organizational Chart



Description of Organizational Structure

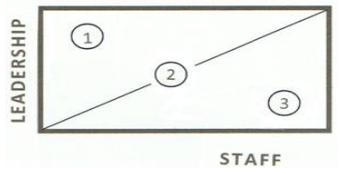
Our school will start out as a very small community—initially we plan on 4-6 staff and 40 students our first year. Our desire is to create a structure that models what we actually do. The illustration (see page 1) was taken from the *Whole School Montessori Handbook* and beautifully illustrates the cyclical and interactive nature of our management and operations from a whole-school perspective. We believe this model easily applies to small intimate school communities, like Camino, as well as larger multi-campus school communities. Since we are starting out so small, all staff will be in a continuous cycle of collaboration, evaluation, and inquiry—in all areas of our operations—"founders" of Camino, in a sense. We believe an organizational structure should reflect the flow and interconnectedness of our faculty continually working in partnership, as reflected in the outer circle of the sample organizational chart. The Executive Director will create initial staff, parent, and student handbooks which will include our organizational chart and related policy and procedure information as applicable and where appropriate.

At the center of the circle is our Executive Director, Judy Webster, who, in addition to overall school fiscal and management responsibilities, also serves as the primary person responsible for ensuring our school philosophy and practice are guided by authentic Montessori principles as well as current research and "best practice". The circle is divided through the middle to make a distinction between the *Instructional—Institutional* aspects of our school. Our Instructional operations involve programs, functions, and support critical to each child's advancement and well-being. Curricular development will be the primary responsibility of the Executive Director. For the first year the Executive Director will also be one of the planned Lead Teachers, and curricular planning and decisions will be made by the Executive Director in collaboration with the teaching staff.

Our decision-making process is based on a model from the Harvard School of Management, and identifies 3 levels of decision-making (right). Although we seek to create a democratic environment, we realize there will be situations and circumstances that warrant immediate decisions made solely by the Executive Director. However, our Director is committed to involving key staff in as much of the decision-making process as is appropriate.

3 Levels of Decision-Making

1 Administration makes decision without input
2 Input with Administration making final decision
3 Full consensus



Based on model presented by Harvard School of Management

The Executive Director will develop and communicate a "chain of communication" procedure (including a formal grievance procedure) based on the idea that problems are best resolved at the level they occur.

Below the line dividing the circle, are the *Institutional* aspects which involve functions and support critical to our overall institutional (organizational) advancement and well-being. The Executive Director will carry out broad educational policies established by the Board of Directors and will act within the limits of the financial policy set by that body. Within these basic guidelines, the Executive Director will determine the methods for carrying out Board policies, create operational policy, oversee the budget and business operation, develop and evaluate student programs and services, provide administrative and professional leadership for faculty and staff, orchestrate external relations, and have responsibility for the day-to-day operation.

For our first 2 years, our administrative staff will be minimal. We plan to hire an Administrative Assistant who will directly support and report to the Executive Director. Because of the small size of the school, it will be necessary for the Administrative Assistant to "wear many hats. Specific responsibilities will include processing documentation and materials (i.e. mail, supplies, registrations, collections, forms, bank deposits, etc.), responding to inquiries from a wide variety of internal and external parties (i.e. staff, parents, students, public agencies, etc.), assisting with light bookkeeping, and assisting in front desk responsibilities. The Administrative Assistant will also organize school schedules and event planning, assist in supervising the maintenance and safe operation of the school, serve as the school's liaison for the coordination of parent volunteers, be involved in public marketing events, assisting with enrollment including conducting tours for potential new students and parents, and administering the SAIS. Other responsibilities will include ordering books and supplies for the school (with the ExD approval), maintaining computer database information for employees, parents, and students, ensuring staff personnel files are complete, updating key communication channels such as the school website, newsletter, facebook, etc., and posting for job applicants including screening and phone interviewing potential candidates and providing them with all new hire information. The goal would be for the Administrative Assistant to have a Bachelor's degree, strong computer skills, some bookkeeping skills, strong oral and written communication skills, and experience as an Administrative Assistant. As stated above, for the first couple of years, the Administrative Assistant will be the only other administrative personnel aside from the Executive Director.

It is also important to note that Camino Montessori will be outsourcing for legal and accounting, bookkeeping, and payroll services. We will also be contracting with a Special Education & ELL Specialist to assist in meeting the needs of these children, as well as to assist with our compliance to State and Federal laws, standards, and regulations (IDEA; NCLB; etc.).

By our 3rd year of operation Judy Webster will have left the classroom to devote all of her time as Executive Director. At that time we plan to increase our teaching staff to accommodate increased levels and enrollment, as well as recruit a receptionist/secretary to assist with recordkeeping and clerical demands. By our 4th-5th year in operation we hope to include a part-time bookkeeper/accountant. Both of these positions will report directly to the Executive Director.