

**Lee Montessori Public Charter School**  
**2012 Application**

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## **Executive Summary**

### **Lee Montessori Public Charter School**

#### **Mission**

The mission of the Lee Montessori Public Charter School (LMPCS) is to create a peaceful, multi-aged learning environment that fosters the physical, social, emotional, and academic growth and development of students using the materials and philosophy developed by Maria Montessori and furthered by the Association Montessori Internationale (AMI).

#### **Philosophy**

The philosophy of LMPCS mirrors that of Maria Montessori: the child shall be educated as a whole based on the needs and characteristics of the individual child at each stage of development. Classrooms are prepared environments, composed of mixed-ages of children, and are filled with choice for the child to construct their own paths on interest. While Montessori is not a new method of instruction in the United States, it is one that still often comes with a hefty price tag. The children that Maria Montessori began her research with over a century ago were the most at-risk children in the slums of Italy. We believe at-risk children are the population that can most benefit from this individualized, constructivist-based curriculum and plan on centering our school in the Northeast quadrant of Washington, DC where we can expect to serve a student population that reflects the varied demographics of the area.

We believe the materials and lessons in the Montessori curriculum far surpass the skills being taught in the newly adopted Common Core Standards and our students will demonstrate high achievement with the mastery and transference of all areas of the Montessori classroom; practical life, sensorial, language, and mathematics. The curriculum we will employ at LMPCS is inherently multi-disciplinary and will be accessible to all of our students including students with special needs and English language learners.

## Approach

We plan to begin the Montessori curriculum with the youngest of the District's residents, offering a toddler curriculum that can begin at 18 months of age. In our first years of operation we will follow the model of mixed age classrooms and 3 year learning cycles with toddler (ages 18 months to 3 years), primary (ages 3 to 6 years), and lower elementary (ages 6-9 years). We plan to extend to include an upper elementary class(es) of children ages 9-12 years. We will fully embrace all aspects of the Montessori curriculum and will hold to the standards set forth by AMI.

In our first year of operation we will follow the District of Columbia Public School academic calendar of 181 student days and 196 which includes 5 days of professional development that we will use to ensure that all staff members, not just teachers, are versed in the ideologies and practicalities of the Montessori method.

Our founding group includes current District of Columbia Montessori school teachers and parents of current District of Columbia Montessori students. Our members are passionate about bringing all areas of a Montessori education to all age groups of DC schoolchildren and believe the DC Public Charter Schools are the best means to do so.



## **SECTION A: Educational Plan**

### **1. Mission and Purpose of the Lee Montessori Public Charter School**

Our proposed charter school is named in honor of Ms. Tahira Lee, an exceptional District of Columbia educator who passed away in the fall of 2011. Ms. Lee fully embraced the philosophy and methodology of Maria Montessori and dedicated her life to the education of the District's youngest children.

The mission of the Lee Montessori Public Charter School (LMPCS) is to create a peaceful, multi-aged learning environment that fosters the physical, social, emotional, and academic growth and development of students using the materials and philosophy developed by Maria Montessori and furthered by the Association Montessori Internationale.

### **2. Philosophy**

The philosophy of LMPCS mirrors that of Maria Montessori: the child shall be educated as a whole based on the needs and characteristics of the individual child at each stage of development. Classrooms are prepared environments, composed of mixed ages of children, and filled with choice for the child to construct their own paths of interest.

### **3. Goals**

The Lee Montessori Public Charter School will have high academic achievement and standards. The materials and lessons in the primary and elementary classroom encompass and exceed the Common Core standards used in the District of Columbia and across the country. Our

measurement of academic success will be mastery of materials in each of the academic areas as well as the progression from one age grouping to the next. In order to adhere to the Montessori model of educating the child as a whole, we will integrate peace education, respect, civic responsibility, and individualized learning into every area of the curriculum. Above all else, our goal is to provide a true Montessori education of the highest quality to the school children of the District of Columbia.

#### 4. Educational Focus

The Montessori method at all levels allows the child to follow their individual path of development and to choose their own educational focus areas. The multi-age classrooms are prepared environments and are filled with choices for the child to construct their own paths of interest. The curriculum is only limited by the physical world around us, so educational focus may be literature, mathematics, science, geography, or the arts depending on the interests of each individual child.

#### 5. Educational Needs

Our proposed target student population is children ages 18 months through third grade, with the ability to expand to include upper elementary grades and middle school. We plan to center our school in the Northeast quadrant of Washington, DC, where we expect to serve a student population that reflects the varied demographics of the area. There are several early childhood programs and elementary schools in

Ward 5 and Ward 7, but there are few programs that cater to the education of the child as a whole following the natural stages of child development.

While a Montessori education is available to many children in the private sector, we believe that the children who will most benefit from this kind of education are often found in the lower socioeconomic areas of our city. A Montessori classroom is inherently an inclusive environment and will promote itself as the least restrictive environment for many special needs students. In addition, the model of mixed age classrooms and 3 year learning cycles facilitates children learning at their own pace. We also believe that adding a Montessori toddler program to our school will offer a service that is lacking in all of Washington, DC. Families will be able to provide their children with a comprehensive Montessori education starting at 18 months and continue it through the elementary years, a trend that is rarely found in a public school or public charter setting.

For the first year we project an enrollment of 70 students. This would include one toddler class (ages 18 months -2.5 years), two primary classes (ages 3-6), and one lower elementary class (ages 6-9). We expect the enrollment to grow to approximately 95 students in the second year as the classes will begin to follow the three year Montessori model by phasing in children each year as the top tier grows older. Within 5 years, we expect the expansion to include 1-2 additional toddler classes, 1-2 more primary classes, and 2 upper elementary

classes (ages 9-12) that would put the enrollment between 180 and 200. Additionally if the parent and student interest is present, there will be the possibility to expand to include a middle school program: the first of its kind in the metropolitan area.

## **SECTION B: Lee Montessori Public Charter School Curriculum**

### **1. Student Learning Standards**

The Lee Montessori Public Charter School will follow the traditional model of a Montessori classroom. Below we outline the concept of the prepared environment, the academic areas, and the role of the Montessori teacher.

The Montessori curriculum is a combination of a prepared environment, specially designed didactic materials, and teacher directed lessons that are specifically tailored to the developmental characteristics of the child at each stage of childhood. Through her observations and work, Montessori found that a prepared environment was the key to facilitating independence and learning in the child ages 3-6. These prepared environments are carefully ordered, color coded, and child-centric so as to empower the child to be successful in all areas of the curriculum. In the primary classroom, the four main areas of focus are practical life, sensorial, language, and mathematics. A description of these concentrations follows.

#### **a. Practical Life**

In her research and observations, Montessori discovered that young children most wanted to participate in real world activities that mirrored those of adult life and had observable and real purpose such as folding, cleaning, polishing, etc. These activities are so appealing to the young child, and at the same time, develop the independence, concentration, and control of movement that the child will need to pursue later work in the other areas of the curriculum. In the prepared Montessori environment, the practical life area contains materials and lessons in “Care for Self” and “Care for the Environment”. In care for self the child practices fastening skills with dressing frames and food preparation with simple foods among other lessons. Care for environment lessons can include such activities as folding, sweeping, dusting, polishing, washing, etc. Even when children master the fine motor skills and develop concentration from the practical life works, they will often continue these tasks as a way of taking care of the classroom community. In these works, the child also develops a sense of pride and responsibility in themselves and their school.

b. Sensorial

Montessori believed that the senses were the child’s keys to exploring and learning about the world around them. All materials in the prepared environment encourage sensorial experiences, but the materials specifically in this area are

designed to help the child develop discrimination using sight, hearing, smelling, tasting, and touch. Each material represents a physical aspect of the elements of the world and allows the child to gain a deeper understanding of the world around them. The sensorial materials often isolate one quality so the child can clearly understand a concept. While manipulating the materials, the child is strengthening his understanding of the quality being taught. Where applicable, the materials are scientifically and mathematically exact and prepare the child for later work in these areas of the curriculum. One of the most recognizable Montessori materials, the Pink Tower, comes from the sensorial area of the classroom. This dimensional material consists of ten wooden pink cubes that vary in size from 1 cubic cm to 10 cubic cm. Through building the pink tower, the child experiences visual discovery of differences in dimension and the mathematical concept of base 10.

c. Language

The Montessori approach to language sets it apart from traditional education in a myriad of ways. Children are bombarded with vocabulary and precise language from the moment they enter the classroom so that by the age of 4 many Montessori children are already reading. Montessori uses a phonetic approach to reading and writing. Parents are often surprised to see children at age 4 begin to write using a material

known as the moveable alphabet. Montessori developed this material with the realization that many children's minds are ready to begin forming words, phrases, and sentences far before they have the fine motor skills to use pencil and paper. Through use of manipulatives like the moveable alphabet and the sandpaper letters combined with our text rich environment, students develop encoding and decoding skills and foster a life long love of language and literature. The language curriculum in the primary classroom begins with simple sound games and extends to sentence analysis. While former English classroom staples such as handwriting and constructivist principles are in danger of falling into obsolescence in the traditional classroom in our current education system, Montessori students incorporate all of these critical skills in their everyday work in the language area. The ultimate goal in the language curriculum is the idea of shaping "total reading".

d. Mathematics

The Montessori approach to mathematics utilizes an extensive set of manipulatives and moves through all the areas of the curriculum following the model of concrete to abstract. For example, the first formal lessons in the math curriculum focus on the number system 1-10. The first math lesson is on the number rods, a manipulative consisting of ten wooden rods, the longest being 10 times longer than the shortest. Through the

formal lesson with the material as well as the exploring the child does on his own, the child discovers at the most basic level how the numbers 1-10 relate to each other, one-to-one correspondence, and impressions of addition and subtraction. Once the child has a firm background in the quantities of 1-10, we attach the symbols to the quantities as we move from concrete to abstract. Following the work with the number system 1-10, the curriculum moves to the materials for the decimal system: golden bead material representing unit, ten, hundred, and thousand. The child uses these materials to learn the basis of forming numbers up to four digits long and to experience the operations of addition, subtraction, multiplication, and division. Because the materials are accurate physical representations (the thousand cube actually contains 1,000 unit beads), the child has concrete experiences with abstract concepts. The design of the materials continues on this “passage to abstraction” and the child at age 6 is able to complete complex operations with paper and pencil.

## 2. Resources and Instructional Materials

In the Montessori prepared environment, the Montessori materials are the sole instructional resource. Each classroom requires its own full set of materials which will be a combination of purchased materials and teacher made materials. The toddler, primary (3-6 years old), and lower elementary (6-9) classrooms all have their own sets of materials,



some of which do overlap. The purchased materials can come from a variety of vendors, most notably Neihnhuis, Montessori Services, Alison's Montessori, and Montessori Outlet. The materials are the driving force behind all of the work done in the curricular areas mentioned above, and mastery of these materials is the primary method of assessment. The genius of these materials is that control of error and assessment are built in. As each child has their own path of development, in a Montessori environment each child essentially has their own individualized education plan. Through observation and record keeping on the part of the teacher, the academic progress as well as social and emotional development of the child is monitored and individual lessons can be tailored to meet the needs of each child. This supports the goal of providing an individualized learning experience for every child at Lee Montessori Public Charter School. Students identified with exceptionalities like English language learners and children with special needs will receive the same lessons as all students but will receive concentrated redirection and representations with materials in areas where they may have deficiencies. At the same time, students with an aptitude in any areas of the curriculum will be able to explore those talents in depth, and with the assistance of the teachers design a course of learning that follows their interests.

### 3. Methods of Instruction

The multidisciplinary materials and lessons of the Montessori curriculum make it highly relevant to the differentiated instruction

necessary in today's education culture. The instruction itself in a Montessori classroom is vastly different from that of a traditional classroom. The teacher does not stand in the front of the room imparting the same information onto every member of the class, consequently expecting that everyone will be learning and working on the same concepts at the same time. Instead each child receives individual lessons from the teacher on each piece of material according to their own developmental path and needs. Students are able to move freely within the environment and spend as much time with a material or lesson as they need in order to reach mastery. This phenomenon is achieved through one of the key pieces of the Montessori method: the three-hour work cycle. Both the primary and elementary class models contain at least one three-hour work period per day. During this time all students are "working" in the classroom, meaning they are utilizing the materials with which they have been introduced and are working towards mastery in these lessons. The students have the freedom to choose any of the materials with which they have familiarity. During this time, while students are working, the teacher is giving lessons to individual students in accordance with their personal learning plans. Some of the more advanced work for the 5 and 6 year olds in the classroom requires working in pairs or small groups. This would entail some small group instruction by the teacher, and students working together towards a common goal.

In the mixed-age classroom, the social success of the classroom relies on the older and more experienced children acting as role models for the younger children, in both behavior and academics. We even see some peer-assisted learning strategies when the older children are able to present materials to children or give them redirection as a response to misunderstanding. As we mentioned above, all of the materials in the classroom are sensorial-based, and as the lessons move from the concrete to the abstract, they are accessible to a variety of learning styles: kinesthetic, visual, and auditory. This is a quintessential multi-sensory environment and these various methods of instruction are used for all of the students in the environment, including any Students with Exceptional Needs and English Language Learners. The methodologies that are often most successful for these students with exceptionalities are already inherent in the Montessori model. Because each child has their own individual learning plan and are able to work at their own pace in this multidisciplinary environment, each child's strengths and weaknesses are taken in to consideration. The teacher is able to give the instruction necessary to guide the child into mastery of all the materials and lessons, ultimately enabling students to achieve the knowledge and skills required to perform at the highest level.

#### 4. Student Progress and Achievement

Assessment and monitoring of student progress looks much different in a Montessori classroom than in the traditional classroom. The materials are designed to provide the child with feedback and each

has its own control of error so the child can discover for themselves if they have mastered the work. Although this is a self-directed environment, there are many ways in which the teachers also provide continuous assessment through observation, three period lessons, and recognition of mastery and transference.

a. Observation

Maria Montessori believed that observation is the most important task of the teacher. When undergoing their Montessori training, teachers spend many hours perfecting the art of “active observation” and through this daily observation are able to notice all areas in which focus must be given to a child. This astute and constant observation helps to maximize the child’s experience, ability, and independence. Specifically the teacher is observing student use of materials, student awareness of the self correcting aspects of materials, and exhaustion of all experiences with the materials including language, repetition of activities, success with materials, readiness for next level of presentation, and successful abstraction.

b. Three Period Lesson

The three period lesson is used to teach vocabulary at all levels of Montessori instruction after the child has had the experiences and exploration with the concrete manipulative materials. In the first period of the lesson, the teacher shows the child how to connect the vocabulary with the material. In the

second period the teacher gives the child several experiences with the vocabulary and material so that their subconscious is recognizing and relating the vocabulary. Finally, in the third period the teacher gives the “test of knowledge” and elicits the vocabulary from the child. The final piece of a three period lesson is a quick assessment where the teacher is able to determine whether or not the child has learned the language and can connect it to the material.

c. Mastery and Transference

The most finite method of assessment for comes from the materials, but the teacher is able to observe and document work with the materials to plan for further lessons. Each child must demonstrate mastery of one material before moving on to the next material and its lesson, expanding upon skills previously learned. Because every lesson has a clear prerequisite and following lesson, and a clear sequence of materials, the teacher and sometimes even the child will know when it is time for the next lesson. Mastery can be measured by the transference of skills. For example, when a child is skipping steps but still finding the correct answer while working with a math material, the teacher can assess that the skill has been mastered and it is time for the next lesson.

The assessment methods discussed above are applicable to the toddler, primary, and elementary classrooms. In addition,

the Montessori elementary classrooms employ student self-reporting and standardized testing as forms of assessment. Elementary Montessori students use work journals to record work choices, the time spent on materials, choices made during the 3 hour work period, and what lessons they've had. The elementary child has frequent conferences with the teacher to discuss their progress and the quality of their work.

As required by the Office of State Superintendent of Education all students in grades 3 and higher will take the DC-CAS. The head of school will be responsible to act as the testing coordinator for any District mandated testing, while teachers will be responsible for individual child assessments.

#### 5. Students with Exceptional Needs

LMPCS will use two strategies to identify students with Exceptional Needs. First we will partner with DC Early Stages to serve our students ages 32 months to 5 years of age with screenings, evaluations, and diagnostics. Second, we will employ a Student Study Team (SST) process for students on the elementary level, to identify students and implement intervention procedures for students that are not making satisfactory progress. If the ultimate recommendation of the SST is to make a Special Education referral, the child's teacher will do it with assistance from the Head of School if necessary. In the event that related services are required, we will make efforts to have these services delivered in the classroom so as to allow the child to remain in

the prepared environment. If pullout services are required, they will be scheduled in the afternoon as often as possible so the child can remain in the classroom during the three-hour work period.

#### 6. English Language Learners

LMPCS will identify English language learners by administering Home Language Surveys to all incoming students. If identified as a needing ESL services, we will contract services out for the students and reach out to the families to see what support or services they are interested in.

#### 7. Strategies for Providing Intensive Academic Support

Every student in LMPCS will have their own individualized education plan. The materials and lessons in the Montessori curriculum are sequential so the needs of every student will be met, regardless of the reading or mathematics level they are on when they enter school. We will utilize Early Stages referrals and/or the SST process when necessary.

#### 8. Student Performance

##### a. Gateway Measures

As previously mentioned, Montessori classes are composed of mixed ages and the primary and elementary classes are usually broken up in to three-year cycles. The primary classroom is children ages 3 to 6, the lower elementary classroom is ages 6-9, and the upper elementary class is ages 9-12. The best practice for promoting students to the next level is

based on social and academic development, which does not necessarily coincide with the academic school year. We will promote a fluency between the classes, where children may visit the upper classrooms for short periods of time to determine when they are ready to advance. In the same sense, we recognize that there are times when an older student may need to revisit a lower classroom be it for a behavioral intervention or for some academic help.

b. Leading Indicators

As part of our orientation sessions and parent workshops, we will stress the importance of high attendance levels school-wide for the success of all the students. We will evaluate attendance issues on a case by case basis to determine if intervention is needed by a social worker or an entity such as Child and Family Services (CFS). We expect to have high levels of re-enrollment and retention, as a three year commitment is paramount to the success of a Montessori curriculum. We will stress to prospective parents that they should be able to commit to three years in the school in order for their child to receive the full academic and social benefits of a Montessori education.

9. Support for Learning

a. Parent Involvement

We understand that the Montessori curriculum may be new to many parents who will be placing their children at LMPCS.



With that in mind, we will be holding monthly parent workshops in the evenings where school staff and parents will come together to discuss Montessori theory, the work their children are doing in the classroom, and strategies for continuing this work at home. In the first year we will focus mainly on the theory behind the materials so parents can expect to attend workshops on the topics of Practical Life, Sensorial, Language, and Mathematics. As our school culture becomes more accustomed to the Montessori curriculum we will incorporate other topics of interest to parents such as the human tendencies, the four planes of development, and freedom and discipline. Once we have an established parent base, we would like to develop a parent resource room at the school as a part of our commitment to the education of everyone in our community: our students, our teachers, and our parents/guardians. We will have parent participation on our board and we anticipate the establishment of a parent organization to facilitate opportunities for fundraising, support, problem solving, and discussion.

The Montessori approach empowers both parents and children to become advocates for their education and we will send regular reports home to all parents letting them know how the school as a whole is doing in terms of adequate yearly

process as well as individual teachers who maybe be working on certification.

b. Community Participation

Service to the community is an interweaving theme in a Montessori education, especially in the elementary years. We will reach out to many groups within the community to set up service projects for our older students and their families. We will also explore ways to bring community in to our afterschool programming. One of the first partnerships we want to establish is with some of the local universities which we will discuss further in the section on extracurricular activities.

c. School Organization and Culture

A core value in the Montessori curriculum and one that will be inherent in the culture at LMPCS is the development of student leadership skills within the classroom environments and schoolwide. In the mixed-age classrooms students learn from one another and lead one another as they progress academically and develop socially. Once the school is established, we will draw up a code of ethics for the student body based on Maria Montessori's work on peace and conflict resolution.

d. Extracurricular Activities

Our immediate plans for extracurricular activities are to offer a science program that Georgetown University has created

specifically for us and an introductory to foreign language during our aftercare programming.

e. Safety, Order, and Student Discipline

It will be the top priority that all students of LPMCS are physically and emotionally safe while at school. School procedures involving safety and discipline will be outlined in the student code of ethics. Consequences for disrespectful or continually disruptive behavior will depend on the severity of the offense. LMPCS's written code of ethics will outline appropriate responses to disrespectful or continual disruptive behaviors.

f. Professional Development for Teachers, Administrators, and other School Staff

As we are planning on following the DCPS school academic school calendar, there will be five professional development days for all school staff during the 2012-2013 school year. We plan to connect with the Washington Montessori Institute, the AMI Training Center located in Columbia, Maryland to bring professional development in house for at least two of these days. This will facilitate making sure all staff members, not just the teachers, are comfortable with the Montessori mission and can facilitate it in all aspects of the school day. We have budgeted a substantial amount of funds to be used for staff members to attend the 2013 AMI Refresher Course, which is the most

relevant Montessori continuing education. We will also explore professional development opportunities with North American Montessori Teachers Association (NAMTA) and Montessori Teachers Institute for Professional Studies (MTIPS).

g. Structure of the School Day and Year

We plan on following the 2012-2013 DCPS Calendar. The current proposed version consists of 181 student days, 196 teacher days, 5 professional development days, and 3 parent teacher conference days.

## **SECTION C: BUSINESS PLAN**

1. Profile of Founding Group

This proposal of LMPCS will be primarily implemented by two Montessori trained instructors and two parents of current DCPS primary Montessori students. We are committed to the establishment and sustainability of the LMPSC.

Austin Brickler, BA, MEd Montessori Education. Ms. Brickler is a Highly Effective AMI certified primary teacher with DCPS. She is passionate about providing Montessori education to at-risk children in a public setting.

Katharyn Bunton, BA. Ms. Bunton comes from a family of educators and has a strong passion for Montessori education. She works in operations for a major retailer and is providing clerical and administrative support for this project.

Megan Hubbard, BA, MEd Montessori Education. Ms. Hubbard has spent her entire teaching career with DCPS. She has been previously rated Highly Effective and is currently the grade level chair at her school and a member of the school leadership team. She believes strongly in bringing the teachings of Maria Montessori to the children of the District of Columbia.

Marimba Bright Johnson, MS Speech Language Pathology. Ms. Johnson is currently a DCPS speech pathologist with over 12 years of educational experience. She is highly qualified with special populations, at-risk students, and students with diverse cultural backgrounds. She is the parent of a DCPS primary Montessori student.

Roland Kidd, BS, pursuing an MBA and Master's in Communication. Mr. Kidd's professional career fosters educational aptitude for educating underserved communities as well as company workforce personnel. He is a parent of a DCPS primary Montessori student and has visionary ideas on how to progress and improve methods utilized in today's educational arena.

## 2. Corporate Structure and Nonprofit Structure of School

LMPCS is applying for a 501(3) status.

## 3. Governance and Management

### a. Board of Trustees

The LMPCS Board of Trustees will be the guardian of its mission and advocate for the school and its students whenever possible. The

Board of Trustees will also be responsible for assessing with regularity the school's mission.

Trustee selection will be evaluated on personal and professional background. The trustees will be invested in the school's mission and represent the diversity of the school's community, stakeholders, and contributors. Two (2) positions will be held by teachers of LMPCS. Two (2) trustees positions will be held by current students of LMPCS. One (1) trustee position will be held by the Head of School. The remaining seven (7) positions will be held by community members and/or philanthropic sponsors and/or Montessori educators.

The Board will have officers including; Chairperson, Vice-Chairperson, Treasurer/Financial Advisor, and Secretary. Descriptions of Board officials will be approved as part of its operational guidelines. The Board of Trustees will establish governing policies and by-laws including policies that establish committees and sub-committees of the Board. The Board will hire and oversee the Head of School who will work in conjunction with the officers of the Board.

#### Expected Roles of the Board:

- Hiring the Head of School
- Setting Policy, e.g., personnel manual, code of ethics, by-laws, etc
- Establishing a Professional Salary and Compensation Program

- Oversight and Approval of Yearly Budget and Fundraising Programs
- Appointment of Board Advisory Members
- Oversight for the School's Growth Plan
- Reviewing and Approving of Significant Contracts for Benefits Programs
- Any other matters that pertain to LMPCS

The Board of Trustees will meet monthly to discuss school operations and take action as needed.

b. Rules and Policies

The rules and policies for governance and operation of LMPCS will be determined by March 1<sup>st</sup>, 2012.

c. Administrative Structure

LMPCS will seek highly qualified, nurturing educators who will encourage our students to mature and develop, and to reach their full potential.

Our classrooms will be occupied by one lead teacher and one assistant teacher per classroom. These educators will serve as leaders and role models who will challenge our children to challenge themselves.

All lead teachers will hold a four-year liberal arts degree and an Association Montessori Internationale or American Montessori Society certification. All teachers must believe in and understand the Montessori philosophy, be able to adapt Montessori methods to LMPCS, and believe in the school's mission. In addition, all

teachers will be willing to seek OSSE certification in the District of Columbia.

All para-professionals (classroom aides) must hold an associates degree and adhere to the Montessori approach, and all are expected to support the LMPCS mission.

The Head of School will be AMI/AMS trained and will hold a minimum of a four-year liberal arts degree, and will have considerable experience in a Montessori setting.

4. Finance

5. Planned Fundraising Efforts

To be determined upon approval of charter.

6. Financial Management and Accounting

7. Civil Liability and Insurance

Upon approval, LMPCS will acquire the recommended minimum insurance coverage required by the District of Columbia Public Charter School Board.

8. Provision for Audit

LMPCS agrees to submit to annual audits conducted by a Certified Public Accountant of financial statements, licensed in the District of Columbia in accordance to the government auditing standards.

9. Facilities

To be determined.

10. Recruiting and Marketing



LMPCS will be publicized throughout the community by creating relationships with neighboring schools, families, non-profits and government officials. Relationships with these neighboring organizations will be to offer alternative solutions to low income, high poverty children that need high educational standards. We will attempt to create outreach and recruitment programs to seek highly qualified Montessori aged students and offer them superior resources to assist in community development. This community development will increase the overall educational development of pupils, in addition to creating a nurturing learning environment for families enrolled in the school.

Recruitment will occur through door-to-door community outreach, ward meetings and community events at recreational centers. In order to reach all of the District's residents, including those who may be homeless or wards of the state, we will extend our recruitment efforts to local homeless shelters and contact social services to the District of Columbia. Should more students apply than can be accepted, we will adhere to the guidelines set forth by the DCPS out of boundary lottery.

11. Future Expansions and Improvements:

Year	2012	2014	2016
Projected Enrollment	70	120	185
Staff	4 classroom teachers 4 classroom aides	7 classroom teachers 5 classroom aides	10 classroom teachers 8 classroom aides
Classrooms	4	7	10

## **SECTION D: OPERATIONS PLAN**

### **1. Student Policies and Procedures**

#### **a. Timetable for Register and Enrolling**

LMPCS will adhere to DCPS enrollment guidelines. The cutoff date will be September 30<sup>th</sup> of each school year.

#### **b. Policies and procedures of enrollment, withdraw, suspension and expulsion of students.**

LMPCS will adhere to the DCPS standards and guidelines on policies and procedures of enrollment, withdraw, suspension and expulsion of students.

### **2. Human Resources Information**

#### **2a. Acting Head of School: Austin Brickler**

Acting Curriculum Leader: Megan Hubbard

Acting Business Officer: Roland Kidd

Acting Legal Counsel: To be determined

2b. Qualifications of School Staff

All lead teachers will hold a four-year liberal arts degree and an Association Montessori Internationale or American Montessori Society certification. All teachers must believe in and understand the Montessori philosophy, be able to adapt Montessori methods to LMPCS, and believe in the school's mission. In addition, all teachers will be willing to seek OSSE certification in the District of Columbia.

All para-professionals (classroom aides) must hold an associates degree and adhere to the Montessori approach, and all are expected to support the LMPCS mission.

The Head of School will be AMI/AMS trained and will hold a minimum of a four-year liberal arts degree, and will have considerable experience in a Montessori setting.

All prospective employees are required to pass a background check prior to the beginning of their employment.

2c. Staffing Plan

-Toddler Class (18mos.-3yr): One lead teacher, one para-professional. Ratio of two teachers to ten students.

-Primary Class (3-6yr): One lead teacher per classroom, one para-professional per classroom. Ratio of two teachers to twenty students.

-Lower Elementary Class (6-9yr): One lead teacher. Ratio of one teacher to twenty students.

2d. Employment Policies

All policies regarding employment will parallel the employment policies of DCPS.

2e. Volunteers

All volunteers must submit to a background check and comply with DCPS volunteer policies.

3. Arrangements for Meeting District and Federal Requirements

LMPCS will comply and satisfy all of the following requirements according to federal law:

- Health and Safety
- Safety
- Transportation
- Enrollment Data
- Maintenance and Dissemination of Student Records
- Compulsory Attendance Laws
- Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973
- Title I of the Improving America's Schools Act
- Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

4. Implementation of Charter

To be determined by March 1<sup>st</sup>, 2012.

**SECTION E: BUDGET**

1. Pre-Opening Expenses

The initial pre-opening expenses anticipated are \$121,500 for direct student costs and \$7000 for office expenses. We anticipate a minimum of

\$265,000 in grants and donations during the start-up period. The final start-up costs for LMPCS are to be determined once a facility is secured.

2. Two-Year Operating Budget

Refer to attached form.

3. Budget Narrative

All assumptions are based on current DCPS federal budgetary guidelines, as well as current real estate market value.

Line 6: Per pupil charter payments determined using an average of  
\$10,985 per student @ 70 students = \$768,958.

Line 7: Anticipated Headstart funds using an average of \$7628.55 per  
student @ 38 students = \$289,885.

Line 8: Perspective grants and donations = \$265,000 for year 1.

Line 18: Principal/executive salary of two part-time acting executive  
directors @ \$24,000 = \$48,000.

Line 19: Teacher salary of four teachers @ \$63,500 = \$254,000.

Line 20: Teacher's aide/assistant salary of three aides @ \$30,000 =  
\$90,000.

Line 21: Other education professionals salary of two professionals @  
\$15,000 = \$30,000.

Line 22: Clerical salary of one @ \$38,400 = \$38,400.

Line 23: Custodial salary of two custodians @ \$49,200 = \$98,400.

Line 24: Substitute teacher salary of one substitute @ \$21,600 =  
\$21,600.

Line 25: Employee benefits @ 1.23% of each employee salary.

Line 26: Staff development costs of four professional development days  
@ \$2100 = \$8400.

Line 29: Student supplies and materials **first year only**:

Toddler Class, 1 @ \$15,000 = \$15,000

Primary Class, 2 @ \$20,000 = \$40,000

Elementary Class, 1 @ \$30,000 = \$30,000

Line 31: Computers and materials, estimated \$4000.

Line 33: Classroom furnishings and supplies, estimated \$30,500 **first year only** (see attached furniture price list provided by The Juliana Group, INC.)

Line 34: Student assessment materials, estimated \$2000.

Line 36: Miscellaneous student costs, playground, estimated \$15,000.

Line 40: Office supplies and materials, estimated \$12,000.

Line 41: Office equipment rental and maintenance, estimated \$4800.

Line 42: Telephone/telecommunications, estimated \$2700.

Line 43: Legal, accounting and payroll services, estimated \$20,000.

Line 44: Printing and copying, estimated \$9600.

Line 45: Postage and shipping, estimated \$2900

Line 48: Rent, fair market value, \$243,650 per year for 6700 sq ft.

Line 52: Janitorial supplies, estimated \$9600.

Line 53: Equipment rental and maintenance, estimated \$3000.

Line 56: Insurance, estimated \$5400.

Line 59: Food service, estimated @ \$1.17 per child = \$54,400.

Line 60: Administration fee, estimated \$5152 (determined by a percentage of the per-pupil allocation as required by DCPS).

4. Estimated 5-year budget projections

See attached.

5. Capital budget, to be determined.

6. Cash flow projection for year 1

See attached.

## Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments			\$753,690
2	Per Pupil Facilities Allowance			\$0
3	Federal Entitlements			\$289,885
4	Other Government Funding/Grants			\$0
5	<b>Total Public Funding</b>			<b>\$1,043,575</b>
6	Private Grants and Donations			
7	Activity Fees			\$0
8	Loans			\$0
9	Other Income (please describe in footnote)			\$0
10	<b>Total Non-Public Funding</b>			<b>\$0</b>
11	EMO Management Fee (= line 73, col. G)			\$0
12				
13				
14	<b>TOTAL REVENUES</b>			<b>\$1,043,575</b>
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total
<b>Personnel Salaries and Benefits</b>				
				\$48,000
15	Principal/Executive Salary			\$254,000
16	Teachers Salaries			\$90,000
17	Teacher Aides/Assistance Salaries			\$30,000
18	Other Education Professionals Salaries			\$38,400
19	Business/Operations Salaries			\$98,400
20	Clerical Salaries			\$21,600
21	Custodial Salaries			\$103,120
22	Other Staff Salaries			\$8,400
23	Employee Benefits			\$48,000
24	Contracted Staff			\$254,000
25	Staff Development Costs			\$90,000
26				
27	<b>Subtotal: Personnel Costs</b>			<b>\$1,083,920</b>
28				
<b>Direct Student Costs</b>				
30	Textbooks			0
31	Student Supplies and Materials			0
32	Library and Media Center Materials			\$4,000
33	Computers and Materials			\$0
34	Other Instructional Equipment			0
35	Classroom Furnishings and Supplies			\$2,000
36	Student Assessment Materials			\$0
37	Contracted Student Services			\$15,000
38	Miscellaneous Student Costs			\$85,000
39				
40	<b>Subtotal: Direct Student Costs</b>			<b>\$106,000</b>
41				
<b>Occupancy Expenses</b>				
43	Rent			\$234,650
44	Mortgage Principal Payments			\$0
45	Mortgage Interest Payments			\$0
46	Building Maintenance and Repairs			\$0
47	Renovation/Leasehold Improvements			\$9,600
48	Utilities			\$3,000
49	Janitorial Supplies			\$0
50	Equipment Rental and Maintenance			\$234,650
51	Contracted Building Services			\$0



## Two-Year Operating Budget Worksheet: Year ONE

52				
53	Subtotal: Occupancy Expenses		\$481,900	
54				
55	<b>Office Expenses</b>			
56	Office Supplies and Materials		\$12,000	
57	Office Furnishings and Equipment		\$4,800	
58	Office Equipment Rental and Maintenance		\$2,700	
59	Telephone/Telecommunications		\$20,000	
60	Legal, Accounting and Payroll Services		\$9,600	
61	Printing and Copying		\$2,900	
62	Postage and Shipping		\$0	
63	Other		\$12,000	
64				
65	Subtotal: Office Expenses		\$64,000	
66				
67	<b>General Expenses</b>			
68	Insurance		\$5,400	
69	Interest Expense		\$0	
70	Transportation		\$0	
71	Food Service		\$54,400	
72	Administration Fee (to PCSB)		\$5,152	
73	EMO Management Fee		\$0	
74	Other General Expense		\$5,400	
75				
76	Subtotal: General Expenses		\$70,352	
77				
78	TOTAL EXPENSES		\$1,806,172	
79				
80	EXCESS (OR DEFICIENCY)		-\$762,597	
81	Excess (or deficit) retained by school			
82	Excess (or deficit) retained by EMO			

### ASSUMPTIONS

Student Enrollment		\$95
Facility Size (square footage)		\$6,600
Average Teacher Salary		\$63,000
Student/Teacher Ratio		\$1
Other Major Assumptions		\$0

NOTES:

## Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)		\$162,600	\$206,097	\$197,734	\$188,751	\$174,768	\$163,685	\$154,702	\$140,719	\$129,636	\$120,653	\$106,670	\$95,587	\$136,364
2. Cash receipts														
Per Pupil Charter Payments	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$59,150	\$768,950
Federal Entitlements (1)	\$265,000	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$24,157	\$289,885
Grants and Donations (2)														
Activities Fees														
Other Income														
3. Total Receipts	\$324,150	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$83,307	\$1,058,835
4. Total Cash Available	\$324,150	\$245,907	\$289,404	\$281,041	\$272,058	\$258,075	\$246,992	\$238,009	\$224,026	\$212,943	\$203,960	\$189,977	\$178,894	\$1,195,199
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary (3)		4000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$48,000
Teachers Salaries			\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$254,000
Teacher Aides/Assistance Salaries			\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$90,000
Salaries			\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$30,000
Clerical Salaries		3200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$38,400
Custodial Salaries		8200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$98,400
Substitute Teacher			\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$21,600
Employee Benefits		2360	\$9,840	\$9,840	\$9,840	\$9,840	\$9,840	\$9,840	\$9,840	\$9,840	\$9,840	\$9,840	\$2,360	\$103,120
Staff Development Costs			\$2,100			\$2,100			\$2,100					\$8,400
Direct Student Costs														
Textbooks		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Student Supplies and Materials (4)	85000													\$85,000
Library and Media Center Materials		NA (year 1)												
Computers and Materials	4000													\$4,000
Other Instructional Equipment														
Classroom Furnishings and Supplies	30500													\$30,500
Student Assessment Materials	2000													\$2,000
Contracted Instructional/Student Services														
Misc. Student Costs - Playground	15000													\$15,000
DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials		1000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$12,000
Office Equipment Rental and Maintenance		400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$4,800
Telephone/Telecommunications	1500	100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$2,700
Legal, Accounting and Payroll Services	5000				\$5,000			\$5,000		\$800	\$5,000	\$800	\$800	\$20,000
Printing and Copying		800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$9,600

## Monthly Cash Flow Projection

Postage and Shipping	500	200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,900
Other																		
Occupancy Expenses																		
Rent (5) 500 of 1500 misc	18050	18050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$18,050	\$234,650
Mortgage Interest Payments																		
Maintenance and Repairs (6)																		
Utilities (6)																		
Janitorial Supplies	800	800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$9,600
Equipment Rental and																		
Maintenance	250	250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$3,000
Contracted Building Services																		
General Expenses																		
Insurance	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$5,400
Interest Expense																		
Transportation																		
Food Service		\$2,720	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$5,440	\$2,720	\$54,400
Administration Fee (7)																		\$5,152
Other General Expense																		
6. Total Expenses	\$161,550	\$39,810	\$92,290	\$97,290	\$94,390	\$92,290	\$97,290	\$94,390	\$92,290	\$97,290	\$94,390	\$92,290	\$97,290	\$94,390	\$92,290	\$97,290	\$42,530	\$1,192,622
7. Fund Balance (end of month)	\$162,600	\$206,097	\$197,734	\$188,751	\$174,768	\$163,685	\$154,702	\$140,719	\$129,636	\$120,653	\$106,670	\$95,687	\$136,364					\$2,577

1) Est. Head Start and Early Head Start Funds

2) Amerigroup Foundation \$50,000

William G. McGowan Charitable Fund, \$108,000

The PNC Foundation/Grow Up Great \$108,000

3) Responsibilities of director will be shared by two employees during the start-up processes.

4) The initial cost of a Montessori classroom is as follows: \$20,000 for each Primary Class, \$15,000 per each Toddler Class, and \$30,000 per each Elementary Class.

Once quality materials are purchased, there should be no need to replace/purchase materials for a minimum of 5 years in EACH classroom.

5) Calculated using a ratio of \$38.00 per square foot and roughly 6,175 sqft of classroom, office, and outdoor space.

6) Included in lease.

7) A percentage of the per pupil allocation as required by DCPCS.

# Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUES</b>					
Per Pupil Charter Payments including Federal Entitlement	768,950	1,043,575	1,318,200	1,647,750	2,032,225
Income from Grants and Donations	265,000				
Activity Fees					
Other Income					
<b>TOTAL REVENUES</b>	\$1,033,950	\$1,043,575	\$1,318,200	\$1,647,750	\$2,032,225
<b>EXPENSES</b>					
Personnel Salaries and Benefits	731,520	922,328	1,036,022	1,149,726	1,334,430
Direct Student Costs	91,000	6,000	6,000	6,000	6,000
Occupancy	70	95	120	150	185
Office Expenses	12,000	12,000	12,000	12,000	12,000
General Expenses	234,000	234,000	234,000	234,000	234,000
<b>TOTAL EXPENSES</b>	\$1,157,090	\$1,174,328	\$1,288,022	\$1,401,726	\$1,586,430

## **KATHARYN BUNTON**

2632 Tunlaw Road NW #105, Washington, DC 20007  
email: [katharyn.bunton@gmail.com](mailto:katharyn.bunton@gmail.com) tel: 202.329.1274

### **EXPERIENCE SUMMARY**

Development and enhancement of business strategies based on data collection and current processes to maximize results. Management of multiple employees. Work well as member of a team or individually with strong attention to detail and organization. Excellent skills in time management, multi-tasking, customer service, and oral/written communication.

### **PROFESSIONAL EXPERIENCE**

#### **Urban Outfitters, Inc., Anthropologie**

**March 2009-present**

##### Home Department Manager, *Anthropologie*

- Assist store manager with operational and administrative aspects of the store.
- Recruit, Hire, Train and schedule new employees.
- Utilize weekly sales reports to track, analyze and communicate business results and determine strategies to maximize sales. Appropriately react to individual trends in business. Manage department systems and processes.
- Train and develop Assistant Manager in operations, processes, data collection and analysis, and merchandising.
- Manage and motivate a high level of customer service and floor supervision. Act as mentor, teacher and problem solver and provide positive leadership to associates and other managers.
- Plan, schedule and execute an innovative visual environment. Created exciting and appropriate merchandising of product.

##### Operations Manager, *Anthropologie Accessories*

- Develop and execute processes and systems for daily/weekly/monthly store operations appropriate for new brand concept. Train, monitor and manage execution of processes. Communicate with District, Region and Home Office regarding operations and offer feedback to construct concrete systems for subsequent stores.
- Budgeting and planning of quarterly and monthly goals. Recruit, hire, and manage payroll and employee scheduling

- Recruit and interview prospective employees. Provide orientation and training for new hires. Set and manage schedule for over 40 employees.
- Utilize weekly sales reports to track, analyze and communicate business results, report at District level and discuss strengths and opportunities to develop strategies to maximize effectiveness.
- Manage and motivate a high level of customer service and floor supervision. Act as mentor, teacher and problem solver and provide positive leadership to employees and other managers.
- Set and maintain organization of stockrooms. Execute and manage shipment, transfers and markdowns. Monitor and communicate stock levels and allocation with Home Office to maintain appropriate product availability. Report and discuss business and product trends with Home Office to better appeal to and represent customer base.
- Plan and execute merchandising goals to foster a creative and artisanal environment.

### **The Phillips Collection**

**August-December, 2008**

#### **Development Intern**

- Assisted Development and Membership departments with daily tasks and larger development projects. Performed research and data entry with Raiser's Edge software. Assisted in planning and execution of museum after-hour events.

### **Hinshaw & Culbertson, LLP**

**Summer, 2008**

#### **Receptionist**

## **EDUCATION**

### **The University of Illinois at Urbana-Champaign Graduated May 2009**

Bachelor of the Arts, Art History with concentration in Contemporary History and Criticism

- Study Abroad, London, Winter 2005
- Illinois at the Phillips Program, The Phillips Collection, Center for the Study of Modern Art, Washington, DC, Academic Year 2008-2009

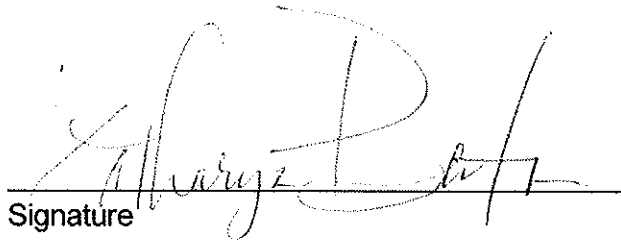
### **ADDITIONAL SKILLS**

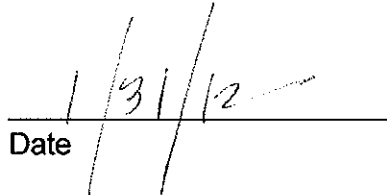
- Windows and Macintosh
- Adobe, Photoshop
- Microsoft Office: Word, Excel, Power Point, Outlook
- Raiser's Edge Software

## LMPCS Board Member Agreement

The undersigned Board Member agrees to the following:

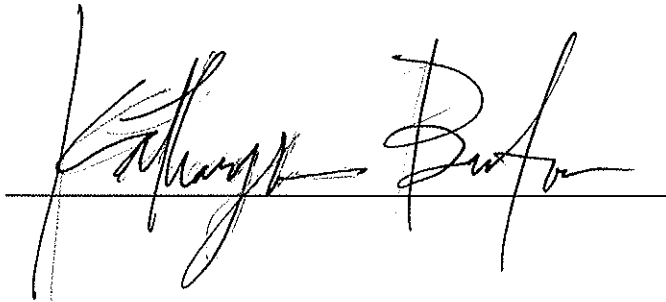
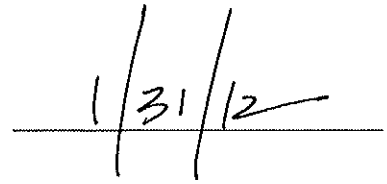
- Be in agreement with the mission, Montessori educational philosophy, and administration structure of LMPCS
- Be familiar with every aspect of LMPCS's curriculum
- Show support for LMPCS by attending all Board meetings
- Discuss and address necessary improvements and set goals for the upcoming school year
- Participate in the preparation and approval of the annual budget

  
Signature

  
Date



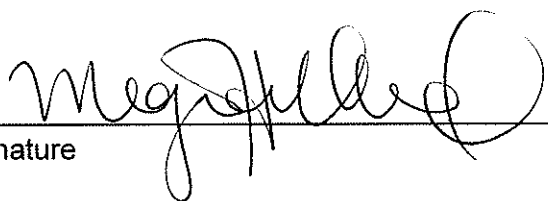
I, Katharyn Bunton, am a founding member of the Lee Montessori Public Charter school. I am attached to this proposal as a firm supporter of bringing free, public Montessori education to the District of Columbia Charter School network. I participated in administrative and clerical work on this application. If this charter is granted I will be a member of the Board of Trustees.

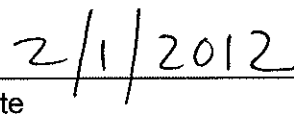
A handwritten signature in cursive script, reading "Katharyn Bunton", written over a horizontal line.A handwritten date "1/31/12" written over a horizontal line.

## LMPCS Board Member Agreement


The undersigned Board Member agrees to the following:

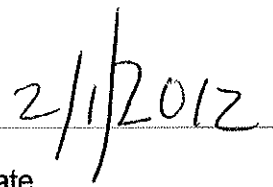
- Be in agreement with the mission, Montessori educational philosophy, and administration structure of LMPCS
- Be familiar with every aspect of LMPCS's curriculum
- Show support for LMPCS by attending all Board meetings
- Discuss and address necessary improvements and set goals for the upcoming school year
- Participate in the preparation and approval of the annual budget

  
Signature

  
Date

I, Megan Hubbard, am a founding member of the Lee Montessori Public Charter School. I am attached to this proposal as a firm supporter of bringing free, public Montessori education to the District of Columbia Charter School network. I am the acting Director of Curriculum for the proposed school and composed the educational plan section of this application. If this charter is granted I will be involved in both administration and instruction.


  
Signature


  
Date

## LMPCS Board Member Agreement

The undersigned Board Member agrees to the following:


- Be in agreement with the mission, Montessori educational philosophy, and administration structure of LMPCS
- Be familiar with every aspect of LMPCS's curriculum
- Show support for LMPCS by attending all Board meetings
- Discuss and address necessary improvements and set goals for the upcoming school year
- Participate in the preparation and approval of the annual budget


  
Signature

  
Date



I, Austin Brickler, am a founding member of the Lee Montessori Public Charter School. I am attached to this proposal as a firm supporter of bringing free, public Montessori education to the District of Columbia Charter School network. I am currently the acting Head of School and if this charter is granted I intend to be involved as an educator and part-time administrator.

  
Signature

  
Date



## LMPCS Board Member Agreement

The undersigned Board Member agrees to the following:

- Be in agreement with the mission, Montessori educational philosophy, and administration structure of LMPCS
- Be familiar with every aspect of LMPCS's curriculum
- Show support for LMPCS by attending all Board meetings
- Discuss and address necessary improvements and set goals for the upcoming school year
- Participate in the preparation and approval of the annual budget

Robert K. L.  
Signature

2-1-2012  
Date



I, Roland Kidd, am a founding member of the Lee Montessori Public Charter school. I am attached to this proposal as a firm supporter of bringing free, public Montessori education to the District of Columbia Charter School network. I am the acting Business Officer and have been involved in the financial planning of this application. If this charter is granted I will be a member of the Board of Trustees.

Roland Kidd

2-1-2012



## LMPCS Board Member Agreement

The undersigned Board Member agrees to the following:

- Be in agreement with the mission, Montessori educational philosophy, and administration structure of LMPCS
- Be familiar with every aspect of LMPCS's curriculum
- Show support for LMPCS by attending all Board meetings
- Discuss and address necessary improvements and set goals for the upcoming school year
- Participate in the preparation and approval of the annual budget

Martha Jean Bright  
Signature

2-1-12  
Date



I, Marimba Johnson Bright, am a founding member of the Lee Montessori Public Charter School. I am attached to this proposal as a firm supporter of bringing free, public Montessori education to the District of Columbia Charter School network.

Marimba Johnson Bright  
Signature

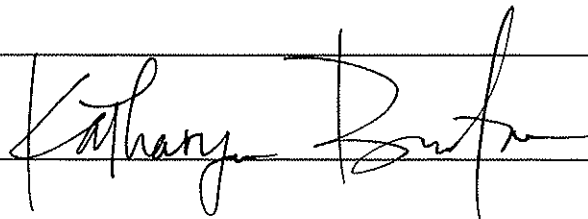
2-1-12  
Date

# Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |  |   |
|--|---|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?   | Yes___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money?   | Yes___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?  | Yes___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?   | Yes___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?  |   |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?   | Yes___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school?  | Yes___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official?   | Yes___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?   | Yes___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes___ No <input checked="" type="checkbox"/> |

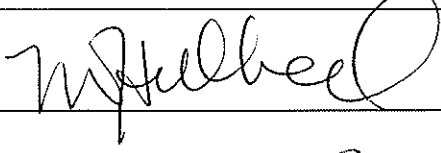
Signature 	Title
Applicant Organization	Date Submitted <span style="font-size: 1.5em; vertical-align: middle;">11/31/2</span>

## Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |  |  |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes___ No_ <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes___ No_ <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?   | Yes___ No_ <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes___ No_ <input checked="" type="checkbox"/> |
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Signature 	Title <u>Acting Director of Curriculum</u>
Applicant Organization <u>LMPCS</u>	Date Submitted <u>2/1/2012</u>




## Conflict of Interest Form

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and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |   |                    |
|---|--------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?  | Yes___ No <u>X</u> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?   | Yes___ No <u>X</u> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?  | Yes___ No <u>X</u> |
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Signature 	Title
Applicant Organization	Date Submitted <u>Jan 31<sup>st</sup> 2012</u>

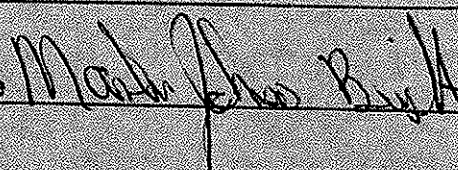


# Conflict of Interest Form

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Signature 	Title
Applicant Organization	Date Submitted 2-1-12



## Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes \_\_\_ No ☒

Signature <i>Roland Hill</i>	Title
Applicant Organization	Date Submitted <i>2-1-2012</i>

## Demographic Analysis Form

Name of Proposed School: Lee Montessori Public Charter School

Proposed Location: NE  
 (Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2013-2014 From age/grade 18 mos to age/grade 9 yrs Number of students 70  
 b. At Full Capacity From age/grade 18 mos to age/grade 12 yrs Number of students 185

1. Please provide the following information for schools that serve the same age/grades as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2011-2012 <sup>1</sup>	Actual Enrollment 2011-2012	Type <sup>2</sup>	% Low Income	DCCAS Performance (% Proficient) SY 2010-2011	Percentage of Highly Qualified Teachers <sup>3</sup>
Langdon		414	DCPS	71%	72%/107%	N/A
Burroughs		335	DCPS	79%	39%/41%	N/A
Noyes		413	DCPS	84%	28%/32%	N/A

### NOTES:

<sup>1</sup>For charter schools, enter projected enrollment; for all other schools, enter capacity.

<sup>2</sup>Type = DCPS, public charter school, private, parochial, independent, other

<sup>3</sup>Not applicable to private, parochial, and independent schools

2. Please check the **ONE** statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods: \_\_\_\_\_

☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) \_\_\_\_\_

☒ I will conduct a citywide recruitment effort for my school.

Rationale:

We believe students and families all over the District are interested in public Montessori

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

We believe there is a high demand for Montessori education and not nearly enough openings in the current OAPS Montessori classrooms. With a Montessori Training Centre operating locally and competitive salaries we will be able to recruit many teachers. The area of interest in NE has many suitable buildings for sale and lease.

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

We plan to recruit students from all over the District but hope that by locating in NE we will attract some of the at risk student population we want to educate. We do not believe our recruitment will be hindered if we have a temporary location.

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

There is a fairly strong presence of charter schools but there are not any offering the AMI Montessori curriculum, especially at such a broad age range.



## Code of Ethics

The Lee Montessori Public Charter School will have a commitment to maintain exceptional standards. We will conduct ourselves at all times, both professionally and personally, to uphold our respect for the LMPCS community. We commit to protecting the Montessori method and ensuring all children, regardless of race, sex, color, creed or national origin receive the highest quality education.

## Bylaws of Lee Montessori Public Charter School

### Committees

The following shall be standing committees of the Governance Board: executive committee, board development committee, resource development committee, and marketing committee.

#### Section 1: Executive Committee

**General Purpose:** The executive committee is commissioned by and responsible to the Governance Board to function on behalf of the Governance Board in matters of emergency and in interim periods between regularly scheduled board meetings. The executive committee shall have and exercise the authority of the Governance Board provided that such authority shall not operate to circumvent the responsibility and authority vested in the Governance Board by the bylaws, and any action taken is to be ratified by the Governance Board at its first subsequent meeting.

**Appointments and Composition:** The executive committee shall be composed of the president, vice-president, secretary, and treasurer of the board. The chair of the executive committee shall be the president of the Governance Board.

#### Responsibilities:

- Meet to draw up an agenda for meetings of the full Governance Board
- Make decisions on behalf of the full board as needed which cannot wait for the full board, or on matters delegated to the Executive Committee by the Governance Board
- Maintain effective communication with the committees of the DC Public Charter School Board
- Coordinate the annual planning and budget process of the charter school in conjunction with LMPCS Head of School
- Respond to the call of the board president or LMPCS Head of School for emergency meetings to deal with special problems between regular board meetings
- Annually submit objectives as part of the planning and budgeting process
- Annually evaluate its work as a committee and the objectives it has committed itself to and report in same to the Governance Board
- Report to the Governance Board at regular meetings of the board in a manner determined by the board

## Section 2: Board Development Committee

**General Purpose:** The board of development committee is commissioned by and responsible to the Governance Board to assume the primary responsibility for matters pertaining to the Governance Board recruitment, nominations, orientations, training, and evaluation in accordance with the bylaws of the charter school as well as established policies and practices by the Governance Board.

- Appointments and Composition
- Appointments of the chair and members of the board development committee shall be made annually by the president of the board with the advice and consent of the board in accordance with the bylaws
- The chair of this committee shall be a member of the Governance Board

Other members of this committee shall be members of the Governance Board, subject to the conditions stated in the bylaws.

### Responsibilities

- Study the current composition of the Governance Board to determine current skills and experience; identify skills and experience needed on the board
- Recruit members to serve as members of the board and develop a slate of directors for consideration by the membership at the annual meeting in accordance with the selection/election procedures outlined in the bylaws. Review annually the procedures for board recruitment.
- Assist the executive committee in an annual board self-evaluation.
- Annually submit objectives as part of the planning and budgeting process.
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Governance Board.
- Annually review bylaws for consistency with current practice.
- Report to the Governance Board at regular meetings of the board in a manner determined by the board.

## Section 3: Resource Development Committee

**General Purpose:** The resource development committee is commissioned by and responsible to the Governance Board to assume the primary responsibility for raising non-grant funds to meet the budget of LMPCS. The Governance Board, in consultation with the resource development committee and the Head of School will determine the fund-raising goal for the resource development committee.

### Appointments and Composition

- Appointments of the chair and members of the resource development committee shall be made annually by the president of the board with the advice and consent of the board in accordance with the bylaws
- The chair of this committee shall be a member of the Governance Board
- Members of this committee shall be members of the Governance Board, subject to the conditions stated in the bylaws. Additional committee members may be appointed and need not be members of the Governance Board.

#### Responsibilities

- Develop an annual fundraising plan that will generate the funds needed to meet the non-public and non-grant fundraising goal.
- Investigate new resource development projects, activities, and ideas for possible use in the future
- Annually submit objectives as part of the planning and budgeting process.
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Governance Board
- Report to the Governance Board at regular meetings of the board in a manner determined by the board.

#### Section 4: Marketing Committee

General Purpose: The marketing committee is commissioned by and responsible to the Governance Board to assume the primary responsibility of promoting the LMPCS to the District of Columbia community.

#### Appointments and Composition

- Appointments of the chair and members of the marketing committee shall be made annually by the president of the board with the advice and consent of the board in accordance with the bylaws.
- The chair of this committee shall be a member of the Governance Board
- Members of this committee shall be members of the Governance Board, subject to the conditions stated in the bylaws. Additional committee members may be appointed and need not be members of the Governance Board

#### Responsibilities

- Develop and implement an annual plan to promote the charter school through publications, public forums, and other activities
- Evaluate effectiveness of marketing activities
- Annually submit objectives as part of the planning and budgeting process.
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Governance Board

- Report to the Governance Board at regular meetings of the board in a manner determined by the board.

Section 5: The Governance Board president may appoint other committees as needed.

## Sample Curriculum

The Lee Montessori Public Charter School curriculum will follow the traditional model of a Montessori classroom. Below we outline the concept of the prepared environment, the academic areas, and the role of the Montessori teacher.

The Montessori curriculum is a combination of a prepared environment, specially designed didactic materials, and teacher directed lessons that are specifically tailored to the developmental characteristics of the child at each stage of childhood. Through her observations and work, Montessori found that a prepared environment was the key to facilitating independence and learning in the child ages 3-6. These prepared environments are carefully ordered, color coded, and child-centric so as to empower the child to be successful in all areas of the curriculum. In the primary classroom, the four main areas of focus are practical life, sensorial, language, and mathematics. A description of these concentrations follows. The pacing is never set as each child will be allowed to move at their own pace.

### Practical Life

In her research and observations, Montessori discovered that young children most wanted to participate in real world activities that mirrored those of adult life and had observable and real purpose such as folding, cleaning, polishing, etc. These activities are so appealing to the young child, and at the same time, develop the independence, concentration, and control of movement that the child will need to pursue later work in the other areas of the curriculum. In the prepared Montessori environment, the practical life area contains materials and lessons in “Care for Self” and “Care for the Environment”. In care for self the child practices fastening skills with dressing frames and food

preparation with simple foods among other lessons. Care for environment lessons can include such activities as folding, sweeping, dusting, polishing, washing, etc. Even when children master the fine motor skills and develop concentration from the practical life works, they will often continue these tasks as a way of taking care of the classroom community. In these works, the child also develops a sense of pride and responsibility in themselves and their school.

### Sensorial

Montessori believed that the senses were the child's keys to exploring and learning about the world around them. All materials in the prepared environment encourage sensorial experiences, but the materials specifically in this area are designed to help the child develop discrimination using sight, hearing, smelling, tasting, and touch. Each material represents a physical aspect of the elements of the world and allows the child to gain a deeper understanding of the world around them. The sensorial materials often isolate one quality so the child can clearly understand a concept. While manipulating the materials, the child is strengthening his understanding of the quality being taught. Where applicable, the materials are scientifically and mathematically exact and prepare the child for later work in these areas of the curriculum. One of the most recognizable Montessori materials, the Pink Tower, comes from the sensorial area of the classroom. This dimensional material consists of ten wooden pink cubes that vary in size from 1 cubic cm to 10 cubic cm. Through building the pink tower, the child experiences visual discovery of differences in dimension and the mathematical concept of base 10.

### Language

The Montessori approach to language sets it apart from traditional education in a myriad of ways. Children are bombarded with vocabulary and precise language from the moment they enter the classroom so that by the age of 4 many Montessori children are already reading. Montessori uses a phonetic approach to

reading and writing. Parents are often surprised to see children at age 4 begin to write using a material known as the moveable alphabet. Montessori developed this material with the realization that many children's minds are ready to begin forming words, phrases, and sentences far before they have the fine motor skills to use pencil and paper. Through use of manipulatives like the moveable alphabet and the sandpaper letters combined with our text rich environment, students develop encoding and decoding skills and foster a life long love of language and literature. The language curriculum in the primary classroom begins with simple sound games and extends to sentence analysis. While former English classroom staples such as handwriting and constructivist principles are in danger of falling into obsolescence in the traditional classroom in our current education system, Montessori students incorporate all of these critical skills in their everyday work in the language area. The ultimate goal in the language curriculum is the idea of shaping "total reading".

### Mathematics

The Montessori approach to mathematics utilizes an extensive set of manipulatives and moves through all the areas of the curriculum following the model of concrete to abstract. For example, the first formal lessons in the math curriculum focus on the number system 1-10. The first math lesson is on the number rods, a manipulative consisting of ten wooden rods, the longest being 10 times longer than the shortest. Through the formal lesson with the material as well as the exploring the child does on his own, the child discovers at the most basic level how the numbers 1-10 relate to each other, one-to-one correspondence, and impressions of addition and subtraction. Once the child has a firm background in the quantities of 1-10, we attach the symbols to the quantities as we move from concrete to abstract. Following the work with the number system 1-10, the curriculum moves to the materials for the decimal system: golden bead material representing unit, ten, hundred, and thousand. The child uses these materials to learn the basis of forming numbers up to four digits long and to experience the operations of addition, subtraction, multiplication,



and division. Because the materials are accurate physical representations (the thousand cube actually contains 1,000 unit beads), the child has concrete experiences with abstract concepts. The design of the materials continues on this “passage to abstraction” and the child at age 6 is able to complete complex operations with paper and pencil.

page	item#	description	dimensions	qty	price	total
<b>CHANGING ROOM</b>						
4	1.AM.23.00	BABY'S CHANGING TABLE	47 W x 30 L x 33 H		\$966.00	
4	1.AM.23.02	CHANGING TABLE WITH LADDER	55 W x 30 L x 33 H		\$1,244.00	
4	1.AM.23.03	STEPS FOR BABY-CHANGING UNIT	31 W x 11 L x 13 H		\$255.00	
4	1.AM.23.04	BABY'S CHANGING TABLE	30 W x 47 L x 33 H		\$513.00	
4	1.AM.23.06	SHELF WITH DIVIDERS	10 W x 41 L x 12 H		\$215.00	
4	1.AM.23.09	HOLDER RACK	6 W x 41 L x 1 H		\$138.00	
4	1.AM.23.10	GLASS HOLDER RACK	6 W x 41 L x 6 H		\$247.00	
4	1.AM.23.12	GLASS HOLDER TROLLEY	17 W x 30 L x 32 H		\$451.00	
5	1.AM.23.20	6 PLACE LOCKER	16 W x 41 L x 39 H		\$468.00	
5	1.AM.23.21	6 PLACE LOCKER WITH DOORS	16 W x 41 L x 39 H		\$759.00	
5	1.AM.23.24	8 PLACE LOCKER	16 W x 41 L x 39 H		\$450.00	
5	1.AM.23.25	8 PLACE LOCKER WITH DOORS	16 W x 41 L x 39 H		\$674.00	
5	1.AM.23.26	10 PLACE LOCKER	16 W x 41 L x 39 H		\$446.00	
5	1.AM.23.27	10 PLACE LOCKER WITH DOORS	16 W x 41 L x 39 H		\$670.00	
6	1.AM.23.34	COAT HOOK RACK WITH BENCH	16 W x 41 L x 51 H		\$517.00	
6	1.AM.23.40	SUN TOP SHELF			\$173.00	
6	1.AM.23.41	SNAIL TOP SHELF			\$129.00	
6	1.AM.23.42	GRASS TOP SHELF			\$121.00	
6	1.AM.23.43	FISH TOP SHELF			\$139.00	
6	1.AM.23.44	DUCK TOP SHELF			\$135.00	

### WOODEN TABLES

8	1.AM.24.08G1	SMALL SQUARE TABLE	22 W x 22 L x 18 H		\$166.00	
8	1.AM.24.09G2	SMALL SQUARE TABLE	22 W x 22 L x 21 H		\$168.00	
8	1.AM.24.09G4	SMALL SQUARE TABLE	22 W x 22 L x 25 H		\$176.00	
8	1.AM.24.01G1	SQUARE TABLE	25 W x 25 L x 18 H		\$168.00	
8	1.AM.24.02G2	SQUARE TABLE	25 W x 25 L x 21 H		\$170.00	
8	1.AM.24.04G4	SQUARE TABLE	25 W x 25 L x 25 H		\$178.00	
8	1.AM.24.01.1G1	SQUARE TABLE	30 W x 30 L x 18 H		\$180.00	
8	1.AM.24.02.1G2	SQUARE TABLE	30 W x 30 L x 21 H		\$182.00	
8	1.AM.24.04.1G4	SQUARE TABLE	30 W x 30 L x 25 H		\$201.00	
8	1.AM.24.04.1A	SQUARE TABLE	30 W x 30 L x 30 H		\$210.00	
8	1.AM.24.05G1	LARGE SQUARE TABLE	50 W x 50 L x 18 H		\$423.00	
8	1.AM.24.06G2	LARGE SQUARE TABLE	50 W x 50 L x 21 H		\$426.00	
8	1.AM.24.06G4	LARGE SQUARE TABLE	50 W x 50 L x 25 H		\$430.00	
8	1.AM.24.06.1A	LARGE SQUARE TABLE	50 W x 50 L x 30 H		\$434.00	
8	1.AM.24.11G1	RECTANGULAR TABLE	50 W x 25 L x 18 H		\$241.00	
8	1.AM.24.12G2	RECTANGULAR TABLE	50 W x 25 L x 21 H		\$247.00	
8	1.AM.24.13G4	RECTANGULAR TABLE	50 W x 25 L x 25 H		\$307.00	
8	1.AM.24.14A	RECTANGULAR TABLE	50 W x 25 L x 30 H		\$367.00	

page	item#	description	dimensions	qty	price	total
8	1.AM.24.31G1	LARGE RECTANGULAR TABLE	59 W x 30 L x 18 H		\$314.00	
8	1.AM.24.32G2	LARGE RECTANGULAR TABLE	59 W x 30 L x 21 H		\$317.00	
8	1.AM.24.32G4	LARGE RECTANGULAR TABLE	59 W x 30 L x 25 H		\$357.00	
8	1.AM.24.34A	LARGE RECTANGULAR TABLE	59 W x 30 L x 30 H		\$440.00	
8	1.AM.24.17G1	TRAPEZOIDAL TABLE	50 W x 25 L x 18 H		\$275.00	
8	1.AM.24.18G2	TRAPEZOIDAL TABLE	50 W x 25 L x 21 H		\$278.00	
8	1.AM.24.18G4	TRAPEZOIDAL TABLE	50 W x 25 L x 25 H		\$301.00	
8	1.AM.24.21G1	HEXAGONAL TABLE	50 W x 44 L x 18 H		\$451.00	
8	1.AM.24.22G2	HEXAGONAL TABLE	50 W x 44 L x 21 H		\$454.00	
8	1.AM.24.22G4	HEXAGONAL TABLE	50 W x 44 L x 25 H		\$498.00	
8	1.AM.24.23.1G1	HALF ROUND TABLE	25 W x 50 L x 18 H		\$280.00	
8	1.AM.24.23.2G2	HALF ROUND TABLE	25 W x 50 L x 21 H		\$283.00	
8	1.AM.24.23.2G4	HALF ROUND TABLE	25 W x 50 L x 25 H		\$318.00	
8	1.AM.24.25.1G1	HORSESHOE TABLE	51 W x 38 L x 18 H		\$544.00	
8	1.AM.24.25.1G2	HORSESHOE TABLE	51 W x 38 L x 21 H		\$564.00	
8	1.AM.24.27.1G4	HORSESHOE TABLE	38 W x 51 L x 25 H		\$584.00	
8	1.AM.24.28.1G1	SMALL ROUND TABLE	35 L x 18 H		\$311.00	
8	1.AM.24.28.2G2	SMALL ROUND TABLE	35 L x 21 H		\$314.00	
8	1.AM.24.28.3G4	SMALL ROUND TABLE	35 L x 25 H		\$325.00	
8	1.AM.24.29G1	LARGE ROUND TABLE	50 L x 18 H		\$418.00	
8	1.AM.24.30G2	LARGE ROUND TABLE	50 L x 21 H		\$420.00	
8	1.AM.24.30G4	LARGE ROUND TABLE	50 L x 25 H		\$480.00	
8	1.AM.24.30A	LARGE ROUND TABLE	50 L x 30 H		\$541.00	
9	1.AM.24.35	DRAWER FOR TEACHER'S TABLE	16 W x 12 L x 4 H		\$103.00	

### WOODEN CHAIRS AND BENCHES

10	1.AM.24.51G1	SMALL ARMCHAIR	13 W x 13 L x 9 H		\$100.00	
10	1.AM.24.52G1	PEG-LEG CHAIR WITHOUT ARMS	13 W x 13 L x 9 H		\$89.00	
10	1.AM.24.53	REVERSIBLE SMALL CHAIR	13 W x 13 L x 13 H		\$84.00	
10	1.AM.24.54	REVERSIBLE BENCH	12 W x 34 L x 14 H		\$180.00	
10	1.AM.24.60G2	PEG-LEG CHAIR	13 W x 13 L x 12 H		\$82.00	
	1.AM.24.60G3	PEG LEG CHAIR 15" TALL	14 W x 15 L x 14 H		\$90.00	
	1.AM.24.60G4	PEG LEG CHAIR 17" TALL	15 W x 15 L x 18 H		\$109.00	
10	1.AM.24.62G2	BENCH	13 W x 35 L x 12 H		\$138.00	
10	1.AM.24.63G2	BENCH WITH BACK	13 W x 35 L x 12 H		\$160.00	
10	1.AM.24.65	SMALL CHAIR WITH SLATS	13 W x 13 L x 11 H		\$51.00	
F	1.AM.24.69A	STACKABLE WOODEN CHAIR FOR ADULTS	15 W x 15 L x 18 H		\$174.00	
F	1.AM.24.69G1	STACKABLE WOODEN CHAIR (NEW)	10 W x 13 L x 10 H		\$124.00	
F	1.AM.24.69G2	SMALL STACKABLE CHAIR (NEW)	10 W x 13 L x 12 H		\$124.00	
F	1.AM.24.69G3	SMALL STACKABLE CHAIR (NEW)	10 W x 13 L x 14 H		\$124.00	
F	1.AM.24.69G4	STACKABLE WOODEN CHAIR (NEW)	13 W x 13 L x 15 H		\$131.00	

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page	item#	description	dimensions	qty	price	total
10	1.AM.24.76	CUSHION FOR ADULT'S CHAIR	16 W x 16 L x 1 H		\$28.00	
<b>METAL CHAIRS AND TABLES</b>						
11	1.AM.24.80G2	TABLE WITH RED FRAME	26 W x 26 L x 21 H		\$114.00	
11	1.AM.24.81G2	TABLE WITH RED FRAME	51 W x 26 L x 21 H		\$191.00	
11	1.AM.24.84A	TABLE WITH RED FRAME	51 W x 26 L x 30 H		\$203.00	
11	1.AM.24.86G2	TABLE WITH RED FRAME	55 W x 31 L x 21 H		\$229.00	
11	1.AM.24.88A	TABLE WITH RED FRAME	55 W x 31 L x 30 H		\$234.00	
11	1.AM.24.90G2	SMALL CHAIR WITH RED FRAME	12 W x 12 L x 12 H		\$63.00	
11	1.AM.24.92A	SMALL CHAIR WITH RED FRAME	16 W x 12 L x 18 H		\$72.00	
11	1.AM.24.94.1	ADJUSTABLE STOOL	13 L x 15 H		\$112.00	
<b>FURNITURE</b>						
13	1.AM.25.00	ONE-TIER SHELF	41 W x 16 L x 16 H		\$223.00	
13	1.AM.25.02	3 PIGEON HOLE CONTAINER UNIT	16 W x 41 L x 16 H		\$247.00	
6	1.AM.25.03	CORNER UNIT	16 W x 16 L x 16 H		\$139.00	
2	1.AM.25.04	LOCK FOR FURNITURE			\$28.00	
2	1.AM.25.05	4 CASTERS			\$31.00	
2	1.AM.25.06	NEOLITE LEGS, SET OF 4	3 L x 5 H		\$38.00	
2	1.AM.25.07	4 SMALL WOODEN FEET	3 L x 5 H		\$42.00	
2	1.AM.25.08	NEOLITE KNOB	4 L		\$7.00	
2	1.AM.25.09	WOODEN HANDLES			\$13.00	
13	1.AM.25.10	TWO-TIER SHELF	16 W x 41 L x 28 H		\$297.00	
13	1.AM.25.11	OPEN TWO-TIER SHELF	16 W x 41 L x 28 H		\$300.00	
13	1.AM.25.12	UNIT WITH TWO DOORS	16 W x 41 L x 28 H		\$502.00	
13	1.AM.25.15	CORNER SHELVING UNIT	16 W x 17 L x 28 H		\$185.00	
13	1.AM.25.16	UNIT WITH DOOR	16 W x 41 L x 28 H		\$434.00	
13	1.AM.25.18	6-COMPARTMENT UNIT	16 W x 41 L x 28 H		\$377.00	
14	1.AM.25.20	THREE-TIER SHELF	16 W x 41 L x 39 H		\$370.00	
14	1.AM.25.21	OPEN THREE-TIER SHELF	16 W x 41 L x 39 H		\$377.00	
14	1.AM.25.22	UNIT WITH TWO DOORS	16 W x 41 L x 39 H		\$576.00	
14	1.AM.25.24	CUPBOARD UNIT WITH TWO DOORS	16 W x 41 L x 39 H		\$593.00	
14	1.AM.25.25	FIVE-TIER SHELF	16 W x 41 L x 39 H		\$448.00	
14	1.AM.25.26	9 PIGEON HOLE CUPBOARD UNIT	16 W x 41 L x 39 H		\$468.00	
14	1.AM.25.27	15 PIGEON HOLE CUPBOARD UNIT	16 W x 41 L x 39 H		\$555.00	
14	1.AM.25.29	CORNER UNIT	16 W x 17 L x 39 H		\$219.00	
15	1.AM.25.30	OPEN POINTED COLUMN UNIT	16 W x 21 L x 75 H		\$432.00	
15	1.AM.25.31	DIVIDING COLUMN	16 W x 21 L x 75 H		\$525.00	
15	1.AM.25.32	COLUMN UNIT WITH ONE SMALL DOOR	16 W x 21 L x 75 H		\$517.00	
15	1.AM.25.33	COLUMN UNIT W/ONE MEDIUM DOOR	16 W x 21 L x 75 H		\$524.00	
15	1.AM.25.34	COLUMN UNIT WITH TWO DOORS	16 W x 21 L x 75 H		\$633.00	
15	1.AM.25.37	BELL TOWER ROOF	16 W x 20 L x 13 H		\$147.00	
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page	item#	description	dimensions	qty	price	total
16	1.AM.25.40	TALL FIVE-TIER SHELF	16 W x 41 L x 75 H		\$516.00	
16	1.AM.25.41	DIVIDING CUPBOARD	16 W x 41 L x 75 H		\$747.00	
16	1.AM.25.42	WARDROBE WITH TWO DOORS	16 W x 41 L x 75 H		\$924.00	
16	1.AM.25.44	TEACHER CUPBOARD	16 W x 41 L x 75 H		\$790.00	
16	1.AM.25.45	CHANGING UNIT LOCKER	16 W x 41 L x 75 H		\$1,203.00	
16	1.AM.25.46	CUPBOARD WITH ONE DOOR	16 W x 41 L x 75 H		\$829.00	
15	1.AM.25.47	WAY THROUGH TENT	79 L x 71 H		\$304.00	
17	1.AM.25.48	MESH TOP DISPLAY UNIT	16 W x 41 L x 6 H		\$258.00	
17	1.AM.25.50	ROOF FOR MARKET STALL UNIT	20 W x 41 L x 35 H		\$278.00	
17	1.AM.25.51	MINI-THEATER UNIT	5 W x 41 L x 35 H		\$265.00	
17	1.AM.25.52	WINDOW UNIT	5 W x 41 L x 24 H		\$192.00	
17	1.AM.25.54	BOOK HOLDER UNIT	16 W x 41 L x 6 H		\$185.00	
17	1.AM.25.55	DOORWAY	41 L x 35 H		\$174.00	
17	1.AM.25.56	WARDROBE DOORWAY	40 L x 3 H		\$94.00	
17	1.AM.25.57	CURTAIN FOR DOORWAY	41 L x 71 H		\$136.00	
17	1.AM.25.59	SLATTED GATE	39 L x 35 H		\$772.00	
18	1.AM.25.60	MIRROR FACING	39 L x 33 H		\$255.00	
18	1.AM.25.64	DRY-ERASE FACING	39 L x 33 H		\$245.00	
18	1.AM.25.69	BOOK DISPLAY STAND	3 W x 39 L x 33 H		\$255.00	
18	1.AM.25.70	SMALL DRAWER	15 W x 12 L x 5 H		\$49.00	
18	1.AM.25.71	MEDIUM DRAWER	15 W x 12 L x 9 H		\$62.00	
18	1.AM.25.72	LARGE DRAWER	15 W x 19 L x 9 H		\$87.00	
18	1.AM.25.75	METAL BASKET	15 W x 12 L x 9 H		\$34.00	
15	1.AM.25.80	5 COMPARTMENT UNIT W/2 SHELVES	16 W x 41 L x 39 H		\$432.00	
15	1.AM.25.82	UNIT WITH DOOR AND TWO SHELVES	16 W x 41 L x 39 H		\$490.00	
15	1.AM.25.83	UNIT WITH DOOR	16 W x 41 L x 39 H		\$499.00	
15	1.AM.25.84	DISPLAY UNIT	16 W x 41 L x 39 H		\$418.00	
18	1.AM.25.90	SMALL EXTRACTABLE DRAWER W/PORTHOLE	15 W x 12 L x 5 H		\$77.00	
18	1.AM.25.91	MEDIUM EXTRACTABLE DRAWER W/PORTHOLE	15 W x 12 L x 9 H		\$79.00	
18	1.AM.25.92	LARGE DRAWER ON WHEELS	15 W x 19 L x 10 H		\$110.00	

### TROLLEYS

20	1.AM.26.00	MULTI-PURPOSE TROLLEY	20 W x 33 L x 24 H		\$336.00	
20	1.AM.26.02	PAINTING TROLLEY	20 W x 33 L x 24 H		\$507.00	
20	1.AM.26.03	GLASS HOLDER FOR PAINTING TROLLEY	12 W x 20 L x 3 H		\$73.00	
21	1.AM.26.04	WATER AND SAND TROLLEY	20 W x 33 L x 24 H		\$430.00	
20	1.AM.26.07	EMPTY PSYCHOMOTORY TROLLEY	20 W x 33 L x 24 H		\$419.00	
20	1.AM.26.08	PSYCHOMOTORY TROLLEY W/EQUIPMENT	20 W x 33 L x 24 H		\$1,353.00	
21	1.AM.26.09	EMPTY MUSIC TROLLEY	20 W x 33 L x 24 H		\$577.00	
21	1.AM.26.10	MUSIC TROLLEY WITH EQUIPMENT	20 W x 33 L x 24 H		\$1,696.00	
21	1.AM.26.11	CARDBOARD AND PAPER TROLLEY	20 W x 41 L x 30 H		\$569.00	

page	item#	description	dimensions	qty	price	total
20	1.AM.26.12	BOOK DISPLAY TROLLEY	20 W x 33 L x 24 H		\$443.00	
21	1.AM.26.13	WATER TROLLEY WITH DRAIN	26 W x 39 L x 23 H		\$705.00	
20	1.AM.26.16	MULTIMEDIA TROLLEY	20 W x 33 L x 24 H		\$573.00	
20	1.AM.26.17	TROLLEY HANDLE	1 W x 16 L		\$42.00	

### GAMES

22	1.AM.26.20	LARGE WICKER BASKET	16 W x 24 L x 16 H		\$156.00	
22	1.AM.26.21	LARGE WICKER BASKET	16 W x 19 L x 6 H		\$44.00	
22	1.AM.26.22	FOUR-WHEELED CYCLE	12 W x 26 L x 10 H		\$121.00	
22	1.AM.26.24	ROCKING HORSE	31 W x 9 L x 21 H		\$191.00	
22	1.AM.26.26	SMALL TRAIN	16 W x 94 L x 16 H		\$1,067.00	
22	1.AM.26.30	DOLL'S CRADLE	12 W x 24 L x 10 H		\$101.00	
22	1.AM.26.32	PUSHCHAIR	12 W x 18 L x 24 H		\$107.00	
22	1.AM.26.34	WHEELBARROW	12 W x 33 L x 10 H		\$128.00	
22	1.AM.26.35	IRONING BOARD WITH WOODEN IRON	12 W x 24 L x 24 H		\$104.00	
22	1.AM.26.36	CLOTHES HORSE	12 W x 20 L x 24 H		\$77.00	
22	1.AM.26.37	COMPLETE BROOM CUPBOARD	12 W x 18 L x 24 H		\$115.00	

### EVERYDAY LIFE IMITATION GAMES

23	1.AM.26.40	PLAY HOUSE	53 W x 53 L x 59 H		\$2,352.00	
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### DIVIDER UNITS

24	1.AM.27.00	DIVIDER UNIT WITH PORTHOLE	2 W x 26 L x 55 H		\$363.00	
24	1.AM.27.02	DIVIDER UNIT FOR THEATER	2 W x 26 L x 55 H		\$406.00	
24	1.AM.27.04	VELLEDA DIVIDER UNIT	2 W x 26 L x 55 H		\$545.00	
24	1.AM.27.06	MARKET STALL DIVIDER UNIT	2 W x 26 L x 55 H		\$475.00	
24	1.AM.27.10	MIRROR DIVIDER UNIT	2 W x 26 L x 55 H		\$497.00	
24	1.AM.27.12	MAGNETIC DIVIDER UNIT	2 W x 26 L x 55 H		\$588.00	
24	1.AM.27.20	FOOT FOR DIVIDER UNIT	2 W x 7 L x 9 H		\$59.00	
25	1.AM.27.22	FENCE-DIVIDING UNIT	2 W x 59 L x 28 H		\$513.00	
25	1.AM.27.24	TREE	1 W x 43 L x 43 H		\$217.00	
25	1.AM.27.25	DUCKS	1 W x 18 L x 13 H		\$97.00	
25	1.AM.27.26	BALLOON	1 W x 12 L x 24 H		\$62.00	
25	1.AM.27.27	GRASS	1 W x 24 L x 6 H		\$62.00	
25	1.AM.27.28	MOON AND CLOUD	1 W x 24 L x 8 H		\$94.00	
25	1.AM.27.30	HOUSE PARTITION	2 W x 59 L x 59 H		\$1,108.00	
25	1.AM.27.32	CASTLE PARTITION	2 W x 59 L x 59 H		\$892.00	

### ACTIVITIES

27	1.AM.27.50G2	MOULDING TABLE	51 L x 21 H		\$468.00	
27	1.AM.27.51G1	MOULDING TABLE	51 L x 18 H		\$465.00	
27	1.AM.27.52	PAINTING EASEL	28 L x 55 H		\$374.00	
27	1.AM.27.54	WALL BLACKBOARD	47 L x 35 H		\$402.00	

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page	item#	description	dimensions	qty	price	total
27	1.AM.27.56	WOODEN WALL PANEL	47 L x 35 H		\$100.00	
27	1.AM.27.57	RECLINABLE WALL PANEL	47 L x 35 H		\$307.00	
27	1.AM.27.58	HANGING PAPER ROLL HOLDER	47 L x 35 H		\$170.00	
27	1.AM.27.60	WOODEN WALL RAIL	1 W x 47 L x 2 H		\$38.00	
27	1.AM.27.61	WOODEN WALL STRIP	47 L x 2 H		\$17.00	
27	1.AM.27.62.NF	WALL SHELF	10 W x 47 L x 1 H		\$68.00	
27	1.EM.61.66	MAGNETIC WALL BOARD	47 L x 35 H		\$423.00	
27	1.EM.61.86	VELLEDA WALL BOARD	47 L x 35 H		\$374.00	
27	1.EM.62.01	NET WALL PANEL	47 L x 35 H		\$103.00	
27	1.EM.62.03	MULTI-PURPOSE WALL HOOK	5 W x 4 L		\$5.00	
27	1.EM.62.07	SHELF FOR NET	10 W x 47 L x 1 H		\$44.00	
27	1.EM.62.10	CORK WALL PANEL	47 L x 35 H		\$154.00	

### THEATER

28	1.AM.27.70	COMPLETE THEATER	118 W x 118 L x 82 H		\$4,083.00	
28	1.AM.27.72	THEATER COMPONENT UNIT	16 W x 75 L x 12 H		\$376.00	
28	1.AM.27.74	FOUR THEATER PLATFORMS	118 W x 118 L x 7 H		\$2,002.00	
28	1.AM.27.75	CURTAIN FOR PUPPETS	53 W x 75 L		\$220.00	
28	1.AM.27.76	CURTAIN FOR LARGE SCREEN	71 W x 75 L		\$261.00	
28	1.AM.27.78	SET FOR THEATER CURTAINS	71 W x 75 L		\$444.00	

### READING AREA

30	1.AM.27.82	BENCH	16 W x 41 L x 12 H		\$272.00	
30	1.AM.27.83	CORNER BENCH	16 W x 16 L x 12 H		\$247.00	
30	1.AM.27.85	SAIL	118 W x 118 L		\$272.00	
31	1.BL.71.69	3-TIER SINGLE-FACED SHELVING	14 W x 37 L x 48 H		\$576.00	
31	1.BL.71.73	SINGLE-FRONTED SHELF	14 W x 37 L x 29 H		\$481.00	
31	1.BL.71.89	TWIN-FRONTED SHELF	25 W x 37 L x 48 H		\$868.00	
31	1.BL.71.93	2+2 TIER DOUBLE-FACED SHELVING	25 W x 37 L x 29 H		\$719.00	
31	1.BL.71.97	3+3 TIER DOUBLE-FACED SHELVING ON CASTORS	25 W x 37 L x 50 H		\$1,298.00	
31	1.BL.71.98	2+2 TIER DOUBLE-FACED SHELVING ON CASTORS	25 W x 37 L x 31 H		\$1,092.00	
31	1.AM.27.98	NEWSPAPER DISPLAY UNIT	16 W x 41 L x 67 H		\$597.00	

### PSYCHOMOTOR ACTIVITY

33	1.AM.28.00	BABY WALKER UNIT	16 W x 47 L x 35 H		\$1,281.00	
33	1.AM.28.02	STEPPED BRIDGE	18 W x 63 L x 31 H		\$919.00	
33	1.AM.28.10	WALL HANDRAIL	6 W x 79 L		\$133.00	
33	1.AM.28.13	WALL MIRROR	47 L x 35 H		\$293.00	
33	1.AM.28.15	KALEIDOSCOPE	24 W x 47 L x 43 H		\$1,717.00	
	1.AM.28.18	TRANSFORMING MIRROR	3 W x 16 L x 55 H		\$719.00	
35	1.AM.28.62	CARPET	79 W x 79 L		\$328.00	

page	item#	description	dimensions	qty	price	total
<b>AT REST</b>						
39	1.AM.29.00	CRADLE	33 W x 43 L x 14 H		\$266.00	
39	1.AM.29.01	MATTRESS	31 W x 40 L x 5 H		\$101.00	
39	1.AM.29.02	ROCKING SUPPORTS	1 W x 30 L x 5 H		\$105.00	
39	1.AM.29.03	SUPPORTS ON CASTERS	1 W x 30 L x 5 H		\$86.00	
39	1.AM.29.12	PILLOW	22 W x 18 L		\$13.00	
39	1.AM.29.14	SET OF SHEETS	39 W x 63 L		\$45.00	
39	1.AM.29.15	DUVET	39 W x 63 L		\$73.00	
39	1.AM.29.16	SET OF SHEETS WITH CORNERS	26 W x 51 L		\$45.00	
39	1.AM.29.17	COTTON COVER	39 W x 63 L		\$59.00	
39	1.AM.29.18	SET OF SHEETS WITH CORNERS	31 W x 40 L x 5 H		\$45.00	
39	1.AM.29.19	QUILTED SLEEPING-BAG			\$97.00	
39	1.AM.29.20	COT	24 W x 48 L x 10 H		\$181.00	
39	1.AM.29.22	PAIR OF SUPPORTS ON CASTERS	1 W x 30 L x 3 H		\$72.00	
39	1.AM.29.23	SLEEPING-BAG SHEET WITH CORNERS	28 W x 51 L		\$45.00	
40	1.AM.29.25	ROCKING CHAIR	39 W x 24 L x 39 H		\$455.00	
40	1.AM.29.30	RESTING PLATFORM	51 W x 51 L x 8 H		\$1,153.00	
40	1.AM.29.32	MATTRESS COVER	47 W x 24 L		\$42.00	
40	1.AM.29.40	SMALL CAMP BED	23 W x 52 L x 9 H		\$149.00	
40	1.AM.29.41	SMALL CAMP BED ON CASTERS	23 W x 52 L x 9 H		\$205.00	
40	1.AM.29.50	BED STORAGE	30 W x 62 L x 94 H		\$1,743.00	



page	item#	description	qty	price	total
<b>PRACTICAL LIFE</b>					
8	1.MM.001.1	DRESSING FRAME STAND		\$231.00	
8	1.MM.001.2	DRESSING FRAME: ZIPPER		\$49.00	
8	1.MM.001.3	DRESSING FRAME: LARGE BUTTONS		\$50.40	
8	1.MM.001.4	DRESSING FRAME: SMALL BUTTON		\$51.80	
8	1.MM.001.5	DRESSING FRAME: SAFETY PIN		\$50.40	
8	1.MM.001.6	DRESSING FRAME: SNAP		\$47.60	
8	1.MM.001.7	DRESSING FRAME: LACING		\$47.60	
8	1.MM.001.8	DRESSING FRAME: BOW TYING		\$46.20	
8	1.MM.001.9	DRESSING FRAME: HOOK & EYE		\$46.20	
8	1.MM.001.10	DRESSING FRAME: BUCKLES		\$46.20	
8	1.MM.001.11	DRESSING FRAME: SHOE LACING WITH HOOK		\$47.60	
8	1.MM.001.12	DRESSING FRAME: VELCRO		\$47.60	
8	1.MM.001.13	DRESSING FRAME: CLIPS		\$51.80	
8	1.MM.002	WASHSTAND AND SCRUB BOARD		\$232.40	
8	1.MM.003	IRONING BOARD		\$103.60	
8	1.MM.004	SHOE POLISHING CHEST		\$288.40	
9	1.MM.005	FLOOR CLEANING SET		\$44.80	
9	1.MM.005.1	BROOM HOLDER		\$22.40	
9	1.MM.006	DUSTPANS (2)		\$30.80	
9	1.MM.008	GLASS PITCHERS, SET OF 2		\$25.20	
9	1.MM.008.1	CERAMIC PITCHERS, SET OF 2		\$50.40	
9	1.MM.009	HOLDER FOR 5 FLOOR MATS		\$180.60	
9	1.MM.010.001	FLOOR MAT, 47" X 28", BLUE NYLON-FIREPROOF AND WASHABLE		\$70.20	
9	1.MM.010.002	FLOOR MAT, 47" X 28", YELLOW NYLON-FIREPROOF AND WASHABLE		\$70.20	
9	1.MM.010.003	FLOOR MAT, 47" X 28", RED NYLON-FIREPROOF AND WASHABLE		\$70.20	
9	1.MM.010.004	FLOOR MAT, 47" X 28", GREEN NYLON-FIREPROOF AND WASHABLE		\$70.20	
<b>SENSORIAL</b>					
12	1.MM.020.1	CYLINDER BLOCK #1		\$81.20	
12	1.MM.020.2	CYLINDER BLOCK #2		\$81.20	
12	1.MM.020.3	CYLINDER BLOCK #3		\$81.20	
12	1.MM.020.4	CYLINDER BLOCK #4		\$81.20	
12	1.MM.021	KNOBLESS CYLINDERS WITH 4 BOXES		\$168.00	
12	1.MM.022	PINK TOWER		\$112.00	

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page	item#	description	qty	price	total
12	1.MM.022.1	PINK TOWER STAND		\$35.00	
12	1.MM.023	SMALL CUBES WITH BOX		\$49.00	
13	1.MM.024	BROAD STAIR, STAINED		\$168.00	
13	1.MM.025	THIN PRISMS WITH BOX		\$42.00	
13	1.MM.026	LONG RODS		\$158.20	
13	1.MM.027.1	COLOUR TABLETS BOX # 1		\$26.60	
13	1.MM.027.2	COLOUR TABLETS BOX # 2		\$61.60	
13	1.MM.027.3	COLOUR TABLETS BOX # 3		\$148.40	
13	1.MM.027.4	RAINBOW TABLETS WITH BOX		\$44.80	
14	1.MM.028	GEOMETRY CABINET WITH PRESENTATION TRAY		\$826.00	
14	1.MM.029	GEOMETRY CARDS, 3 SETS WITH DISPLAY BOX		\$71.40	
14	1.MM.030	GEOMETRIC SOLIDS WITHOUT BOX		\$140.00	
14	1.MM.030.1	BASKET FOR GEOMETRIC SOLIDS		\$19.60	
14	1.MM.030.2	BOX FOR GEOMETRIC SOLIDS		\$37.80	
15	1.MM.031	TOUCH BOARDS		\$74.20	
15	1.MM.032	TOUCH TABLETS WITH BOX		\$47.60	
15	1.MM.033	FIRST FABRIC SET, WITH BOX		\$60.20	
15	1.MM.034	SECOND FABRIC SET WITH BOX		\$50.40	
15	1.MM.035	BAR TABLETS WITH BOX		\$67.20	
15	1.MM.036	THERMIC BOTTLES WITH BOX		\$169.40	
16	1.MM.037	THERMIC TABLETS WITH BOX		\$98.00	
16	1.MM.038	SOUND BOXES WITH 2 BOXES		\$130.20	
16	1.MM.039	ORNAMENTAL GEOMETRY MATERIAL WITH 3 BOXES		\$119.00	
16	1.MM.040	CONSTRUCTIVE TRIANGLES WITH BOXES		\$470.40	
17	1.MM.041	BLUE TRIANGLES WITH BOX		\$75.60	
17	1.MM.042	BINOMIAL CUBE WITH BOX		\$96.60	
17	1.MM.043	TRINOMIAL CUBE WITH BOX		\$184.80	
17	1.MM.044	MYSTERY BOX		\$124.60	

### LANGUAGE

20	1.MM.050	METAL INSETS		\$120.40	
20	1.MM.051	SLOPING STANDS ( SET OF 2 ) FOR ITEMS 1.MM.050 & 149		\$95.20	
20	1.MM.051.1	METAL INSET MATERIAL SHELF		\$200.20	
20	1.MM.051.2	COLOURED PENCIL HOLDERS		\$123.20	
20	1.MM.051.3	BOX FOR PAPER		\$23.80	

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page	item#	description	qty	price	total
20	1.MM.051.4	PENCIL TRAY		\$5.60	
20	1.MM.051.5	COLOURED PENCILS, 11 DOZ.		\$49.00	
	1.MM.051.6	PINOCCHIO PENCIL		\$2.80	
20	1.MM.051.7	PAPER FOR METAL INSETS (SET OF 300)		\$19.60	
21	1.MM.052.2	SANDPAPER LETTERS: PRINT, WITH DISPLAY BOX (V-RED C-BLUE)		\$182.00	
	1.MM.052.2A	SANDPAPER LETTERS: PRINT, WITH DISPLAY BOX (V-BLUE C-RED)		\$182.00	
21	1.MM.052.3	SANDPAPER LETTERS: CURSIVE, USA WITH DISPLAY BOX (V-RED C-BLUE)		\$184.80	
	1.MM.052.3A	SANDPAPER LETTERS: CURSIVE, USA WITH DISPLAY BOX (V-BLUE C-RED)		\$184.80	
21	1.MM.052.5	SANDPAPER CAPITAL LETTERS: CURSIVE, USA WITH DISPLAY BOX		\$263.20	
21	1.MM.052.8	SANDPAPER DIGRAPHS: CURSIVE WITH DISPLAY BOX		\$162.40	
22	1.MM.053.2	WALL CHARTS: PRINT, AMERICAN		\$113.40	
22	1.MM.053.3	WALL CHARTS: CURSIVE, AMERICAN		\$137.20	
22	1.MM.054.2	MOVABLE ALPHABET: PRINT, AMERICAN WITH BOX (V-RED C-BLUE)		\$168.00	
	1.MM.054.2A	MOVABLE ALPHABET: PRINT, AMERICAN WITH BOX (V-BLUE C-RED)		\$174.00	
22	1.MM.054.3	MOVABLE ALPHABET: CURSIVE, AMERICAN WITH BOX (V-RED C-BLUE)		\$179.20	
	1.MM.054.3A	MOVABLE ALPHABET: CURSIVE, AMERICAN WITH BOX (V-BLUE C-RED)		\$174.00	
23	1.MM.054.5	SMALL MOVABLE ALPHABET: CURSIVE, BLUE WITH BOX		\$127.40	
23	1.MM.054.6	SMALL MOVABLE ALPHABET: CURSIVE, RED WITH BOX		\$127.40	
23	1.MM.054.7	SMALL MOVABLE ALPHABET: CURSIVE, GREEN WITH BOX		\$127.40	
23	1.MM.054.8	SMALL MOVABLE ALPHABET: CURSIVE, BLACK WITH BOX		\$127.40	
23	1.MM.054.9	SMALL MOVABLE ALPHABET: CURSIVE, YELLOW WITH BOX		\$127.40	
23	1.MM.055	PRINTED ALPHABET, 2 BOXES WITH 40 SETS OF CARDS		\$168.00	
24	1.MM.056	SPELLING CARD HOLDERS, SET OF 2		\$60.20	
24	1.MM.056.1	DISPLAY BOX WITH 8 COMPARTMENTS		\$25.20	
24	1.MM.057	NOMENCLATURE CARD HOLDERS, SET OF 6		\$169.40	
24	1.MM.057.1	CARD HOLDER WITH 5 COMPARTMENTS		\$23.80	
24	1.MM.058	DETECTIVE ADJECTIVE GAME, WITH BOX		\$72.80	
25	1.MM.059	BASIC GRAMMAR SYMBOLS, CARDBOARD, 15 SETS WITH BOX		\$65.80	
25	1.MM.059.1	BASIC GRAMMAR SYMBOLS, PAPER, 30 SETS		\$32.20	
25	1.MM.059.2	ADVANCED GRAMMAR SYMBOLS, CARDBOARD, 10 SETS WITH BOX		\$33.60	
25	1.MM.059.3	ADVANCED GRAMMAR SYMBOLS, PAPER, 20 SETS		\$11.20	
26	1.MM.060.A	READING ANALYSIS 1ST SET, ENGLISH		\$47.60	
26	1.MM.061.A	READING ANALYSIS 2ND SET, ENGLISH		\$106.40	
26	1.MM.061.1A	SENTENCE ANALYSIS CHART, ENGLISH		\$7.00	

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27	1.MM.061.2A	SENTENCE ANALYSIS, ENGLISH		\$168.00	
27	1.MM.062	GRAMMAR BOXES		\$432.60	
27	1.MM.062.1A	CARDS FOR GRAMMAR BOXES		\$68.60	
27	1.MM.063	GRAMMAR CARDS, BLANK		\$84.00	
28	1.MM.064	GRAMMAR FILLING BOXES		\$676.20	
28	1.MM.064.1	GRAMMAR COMMAND CARD DISPLAY BOXES		\$302.40	
28	1.MM.064.2	VARNISHED DISPLAY BOX		\$26.60	
29	1.MM.065	DOLL HOUSE		\$576.80	
29	1.MM.065.1	DOLL HOUSE ACCESSORIES, WOODEN		\$407.40	
29	1E.6820240	FARM GAME		\$247.80	
29	1E.6845960	FARM ANIMALS (21 PIECES SET)		\$179.20	

### MATHEMATICS

32	1.MM.080	NUMBER RODS		\$289.80	
32	1.MM.081	MATCHING NUMERALS WITH BOX		\$35.00	
32	1.MM.083	SANDPAPER DIGITS U S A WITH DISPLAY BOX		\$51.80	
33	1.MM.084	SPINDLE BOXES		\$53.20	
33	1.MM.085	WOODEN SPINDLES WITH BOX, SET OF 45		\$58.80	
	1.MM.085.1	SPINDLES, SET OF 5		\$5.60	
33	1.MM.086	CARDS AND COUNTERS WITH BOX		\$57.40	
	1.MM.086.1	COUNTERS (SET OF 100)		\$42.00	
34	1.MM.087	GOLDEN BEAD UNITS, SET OF 10, WITH BOX		\$12.60	
	1.MM.087.1	LOSE GOLDEN BEADS, SET OF 100		\$4.20	
	1.MM.087.2	LOSE BEADS, RED, SET OF 100		\$4.20	
	1.MM.087.3	LOSE BEADS, GREEN, SET OF 100		\$4.20	
	1.MM.087.4	LOSE, BEADS, LIGHT BLUE, SET OF 100		\$4.20	
34	1.MM.088	GOLDEN BEAD BARS OF TEN, SET OF 10, WITH BOX		\$19.60	
	1.MM.088.1	LOSE GOLDEN BEAD BARS OF TEN, SET OF 10		\$7.00	
34	1.MM.089	GOLDEN BEAD HUNDRED SQUARE, SET OF 10, WITH BOX		\$58.80	
	1.MM.089.1	GOLDEN BEAD HUNDRED SQUARE, INDIVIDUAL		\$5.60	
34	1.MM.090	GOLDEN BEAD THOUSAND CUBE WITH BOX		\$65.80	
	1.MM.090.1	GOLDEN BEAD THOUSAND CUBE, INDIVIDUAL		\$49.00	
34	1.MM.091	LARGE NUMERALS 1-1,000, 1 SET WITH BOX		\$33.60	
34	1.MM.092	WOODEN TRAY (16X5X1)		\$23.80	
34	1.MM.092.1	INTRODUCTION TO QUANTITY WITH TRAY		\$88.20	

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page	item#	description	qty	price	total
34	1.MM.092.2	INTRODUCTION TO SYMBOLS WITH BOX		\$23.80	
34	1.MM.092.3	DECIMAL SYSTEM MATERIAL WITH TRAY		\$168.00	
35	1.MM.093	GOLDEN BEAD UNITS, SET OF 100 WITH BOX		\$15.40	
35	1.MM.094	GOLDEN BEAD BARS OF TEN, SET OF 45 WITH BOX		\$29.40	
35	1.MM.095	WOODEN HUNDRED SQUARES, SET OF 45 WITH TRAY		\$119.00	
	1.MM.095.1	WOODEN HUNDRED SQUARE, INDIVIDUAL		\$1.40	
35	1.MM.096	WOODEN THOUSAND CUBE, SET OF 9 WITH TRAY		\$100.80	
	1.MM.096.1	WOODEN THOUSAND CUBE, INDIVIDUAL		\$7.00	
35	1.MM.097	LARGE NUMERALS 1-9,000, CARDBOARD, 1 SET WITH BOX		\$39.20	
35	1.MM.097.1	LARGE NUMERALS, 1-9,000, WOODEN, 1 SET WITH BOX		\$121.80	
35	1.MM.098	SMALL NUMERALS 1-3,000, CARDBOARD, 3 SETS, WITH BOX		\$36.40	
	1.MM.098.1	SMALL NUMERALS, 1-9,000, CARDBOARD, 1 SET WITH BOX		\$30.80	
35	1.MM.098.2	SMALL NUMERALS, 1-9,000, WOODEN, 1 SET WITH BOX		\$72.80	
35	1.MM.099.1	WOODEN TRAY, SMALL (4X4X1)		\$14.00	
35	1.MM.099.2	WOODEN TRAY, MEDIUM (10X11X1)		\$25.20	
35	1.MM.100	WOODEN TRAY, LARGE (10X17X1)		\$29.40	
35	1.MM.100.2	DECIMAL SYSTEM MATERIAL, COMPLETE WITH CARDBOARD NUMBER CARDS		\$511.00	
	1.MM.100.2A	DECIMAL SYSTEM MATERIAL, COMPLETE WITH WOODEN NUMBER CARDS		\$645.60	
36	1.MM.101	STAMP GAME WITH BOX		\$131.60	
	1.MM.101.1	STAMPS ONLY WITHOUT BOX		\$78.40	
36	1.MM.102	DOT GAME BOARD		\$40.60	
36	1.MM.102.1	ERASABLE FELT PEN, BLACK		\$4.20	
36	1.MM.102.2	ERASABLE FELT PEN, RED		\$4.20	
36	1.MM.103	DOT GAME FORMS, SET OF 30		\$18.20	
36	1.MM.104	TEEN BOARDS WITH BOX		\$121.80	
36	1.MM.105	BEAD BARS FOR TEEN BOARDS WITH BOX		\$23.80	
37	1.MM.106	TEN BOARDS WITH BOX		\$126.00	
37	1.MM.107	BEAD BARS FOR TEN BOARDS WITH BOX		\$22.40	
37	1.MM.108	CHAINS OF 100 AND 1,000 WITH RACK		\$79.80	
37	1.MM.109	ARROWS FOR CHAINS OF 100 & 1,000 WITH 2 PLASTIC BOXES		\$44.80	
37	1.MM.110	SHORT CHAINS PLUS RACK		\$128.80	
37	1.MM.110.1	ARROWS FOR SHORT CHAINS WITH 10 PLASTIC BOXES		\$60.20	
38	1.MM.111	BEAD MATERIAL: CUBES, SQUARES & CHAINS		\$812.00	
	1.MM.111.P	COMPLETE BEAD SET (1.MM.111, 112, 113)		\$1,453.20	

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38	1.MM.112	ARROWS FOR BEAD MATERIAL WITH 20 PLASTIC BOXES		\$124.60	
38	1.MM.113	CABINET FOR BEAD MATERIAL WITH CASTERS		\$561.40	
38	1.MM.114	ADDITION SNAKE GAME WITH BOX		\$99.40	
39	1.MM.115	ADDITION STRIP BOARD WITH BOX		\$70.00	
39	1.MM.116	ADDITION CHARTS AND TILES WITH BOX		\$135.80	
39	1.MM.117	ADDITION BOOKLETS, SET OF 10		\$12.60	
39	1.MM.117.1	ADDITION PROBLEMS WITH BOX		\$33.60	
40	1.MM.118	SUBTRACTION SNAKE GAME		\$128.80	
40	1.MM.119	SNAKE GAME WITH NEGATIVE NUMBERS		\$156.80	
40	1.MM.119.1	SIGNED NUMBERS		\$98.00	
41	1.MM.120	SUBTRACTION STRIP BOARD WITH 2 BOXES		\$120.40	
41	1.MM.121	SUBTRACTION CHARTS AND TILES WITH BOX		\$133.00	
41	1.MM.122	SUBTRACTION BOOKLETS, SET OF 10		\$15.40	
41	1.MM.122.1	SUBTRACTION PROBLEMS WITH BOX		\$33.60	
42	1.MM.123	MULTIPLICATION BEAD BOARD WITH BOX		\$53.20	
42	1.MM.124	MULTIPLICATION CHARTS AND TILES WITH BOX		\$137.20	
42	1.MM.125	MULTIPLICATION BOOKLETS, SET OF 10		\$11.20	
42	1.MM.125.1	MULTIPLICATION PROBLEMS WITH BOX		\$33.60	
43	1.MM.126	COLOURED BEAD BARS FOR DECANOMIAL WITH BOX		\$198.80	
43	1.MM.126.1	SENSORIAL DECANOMIAL WITH BOX		\$147.00	
43	1.MM.126.2	COLOURED BEAD BAR 1-9		\$2.80	
43	1.MM.126.3	COLOURED BEAD BAR 1-10		\$2.80	
43	1.MM.126.4	BLACK & WHITE BEAD STAIR		\$2.80	
43	1.MM.126.5	WHITE AND GREY BEAD STAIR		\$2.80	
43	1.MM.126.6	GREY BEAD STAIR		\$2.80	
43	1.MM.126.7	BOX FOR ONE BEAD BAR STAIR		\$16.80	
43	1.MM.126.8	BOX FOR BEAD BAR STAIRS (UP TO 10)		\$18.20	
44	1.MM.127	UNIT DIVISION BOARD, BEADS AND SKITTLES		\$56.00	
44	1.MM.128	DIVISION CHARTS AND TILES WITH BOX		\$127.40	
44	1.MM.129	DIVISION BOOKLETS, SET OF 10		\$26.60	
44	1.MM.129.1	DIVISION PROBLEMS WITH BOX		\$33.60	
45	1.MM.130	SMALL BEAD FRAME		\$44.80	
45	1.MM.131	PRINTED FORMS FOR SMALL BEAD FRAME, SET OF 30		\$15.40	
45	1.MM.132	WOODEN HIERARCHICAL MATERIAL		\$646.80	

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page	item#	description	qty	price	total
45	1.MM.133	LARGE BEAD FRAME		\$57.40	
45	1.MM.134	PRINTED FORMS FOR LARGE BEAD FRAME, SET OF 30		\$18.20	
46	1.MM.135	PRINTED FORMS, MULTIPLES, SET OF 30		\$9.80	
46	1.MM.136	PRINTED FORMS, PYTHAGORAS, SET OF 30		\$14.00	
46	1.MM.137	PRINTED FORMS TO 50, SET OF 30		\$12.60	
46	1.MM.138	PRINTED FORMS TO 100, SET OF 30		\$12.60	
46	1.MM.139	PRINTED FORMS, FACTORS, SET OF 30		\$15.40	
46	1.MM.139.1	PYTHAGORAS BOARD WITH BOX OF PLASTIC CARDS		\$93.80	
	1.MM.139.1A	PYTHAGORAS BOARD WITH BOX OF WOODEN CARDS		\$166.60	
46	1.MM.139.2	HUNDRED BOARD WITH BOX OF CARDS & PLASTIC TILES		\$93.80	
	1.MM.139.2A	HUNDRED BOARD WITH BOX OF CARDS AND WOODEN TILES		\$166.60	
47	1.MM.140	CHECKERBOARD		\$98.00	
47	1.MM.141	BEAD BARS AND CARDS WITH 2 BOXES		\$112.00	
47	1.MM.142	GOLDEN BEAD FRAME		\$57.40	
47	1.MM.143	NUMBER CARDS WITH BOX		\$36.40	
48	1.MM.144	BANK GAME WITH BOX		\$113.40	
48	1.MM.144.1	BANK GAME WITHOUT BOX		\$71.40	
48	1.MM.145	DIVISION MATERIAL		\$450.80	
48	1.MM.146	FORMS FOR SHORT DIVISION TO THOUSANDS, SET OF 30		\$7.00	
48	1.MM.147	FORMS FOR SHORT DIVISION TO MILLIONS, SET OF 30		\$7.00	
48	1.MM.148	FORMS, 2-DIGIT DIVISOR, SET OF 30		\$18.20	
49	1.MM.149	FRACTION INSETS		\$169.40	
49	1.MM.149.1	CUT-OUT FRACTION PIECES		\$89.60	
49	1.MM.150	CENTESIMAL CIRCLE AND PROTRACTOR		\$35.00	
49	1.MM.151	DECIMAL BOARD MATERIAL		\$193.20	
49	1.MM.152	DECIMAL CHECKERBOARD		\$117.60	
50	1.MM.153	FRACTION SKITTLES		\$268.80	
50	1.MM.153.1	FRACTION SKITTLES TRAY		\$36.40	
50	1.MM.153.2	BOX FOR FRACTION SKITTLES		\$30.80	
50	1.MM.154	SQUARE ROOT PEGBOARD		\$166.60	
50	1.MM.155	SQUARE ROOT BEAD BOARD		\$61.60	
51	1.MM.156	CUBING AND CUBE ROOT MATERIAL WITH BOX		\$1,071.00	
51	1.MM.157	HIERARCHICAL TRINOMIAL CUBE WITH BOX		\$182.00	
51	1.MM.158	POWERS OF TWO WITH BOX		\$84.00	

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page	item#	description	qty	price	total
51	1.MM.159	POWERS OF THREE WITH BOX		\$896.00	
52	1.MM.159.1	MULTIBASE RODS WITH BOX		\$107.80	
52	1.MM.159.1A	IDENTITY CARDS		\$26.60	
52	1.MM.159.2	MULTIBASE HIERARCHICAL MATERIAL		\$452.20	
52	1.MM.160	MULTIBASE BEAD FRAME		\$91.00	
53	1.MM.170	ALGEBRAIC BINOMIAL CUBE, WITH BOX		\$166.60	
53	1.MM.171	THE FOURTH POWER OF A SUM (A+B) <sup>4</sup> 1ST BOX		\$348.60	
53	1.MM.172	THE FOURTH POWER OF A BINOMIAL WITH BOX		\$295.40	
53	1.MM.173	THE FOURTH POWER OF A SUM (A+B) <sup>4</sup> 3RD BOX		\$275.80	
53	1.MM.174	THE FOURTH POWER OF A SUM (A+B) <sup>4</sup> 4TH BOX		\$240.80	
53	1.MM.175	THE FIFTH POWER OF A SUM (A+B) <sup>5</sup> 1ST BOX		\$624.40	
53	1.MM.176	THE FIFTH POWER OF A BINOMIAL WITH BOX		\$505.40	
54	1.MM.180	GEOMETRY STICKS WITH BOX (WORKING BOARD NOT INCLUDED)		\$214.20	
54	1.MM.180.1	WORKING BOARD		\$60.20	
54	1.MM.181	SQUARES		\$175.00	
54	1.MM.182	TRIANGLES		\$103.60	
55	1.MM.183	THE EQUIVALENCE MATERIAL		\$474.60	
55	1.MM.184	THEOREM OF PYTHAGORAS		\$205.80	
55	1.MM.185	OTHER GEOMETRIC FIGURES		\$78.40	
55	1.MM.186	INSCRIBED AND CIRCUMSCRIBED FIGURES		\$163.80	
56	1.MM.188	YELLOW AREA MATERIAL WITH BOX		\$175.00	
56	1.MM.189	YELLOW PRISMS FOR VOLUME		\$81.20	
56	1.MM.190	WOODEN CUBES FOR VOLUME WITH BOX		\$106.40	
56	1.MM.190.1	SMALL WOODEN CUBES FOR VOLUME WITH BOX		\$187.60	
57	1.MM.191	LARGE GEOMETRIC SOLIDS, 1ST BOX		\$434.00	
57	1.MM.192	LARGE GEOMETRIC SOLIDS, 2ND BOX		\$665.00	
57	1.MM.193	LARGE GEOMETRIC SOLIDS, 3RD BOX		\$99.40	
57	1.MM.194	TRISECTED CUBE WITH BOX		\$189.00	
<b>BOTANY</b>					
60	1.MM.209	BOTANY CABINET (SET OF 1MM.210, 212 & 213) BACKLESS		\$809.20	
60	1.MM.209.S01	BOTANY CABINET (SET OF 1MM.210, 212 & 213) WITH PLEXIGLASS BACKS		\$854.00	
60	1.MM.210	LEAF SHAPE INSETS		\$277.20	
60	1.MM.211	LEAF SHAPE CARDS, 2 SETS WITH BOX		\$56.00	
60	1.MM.212	TREE, LEAF, FLOWER PUZZLES BACKLESS		\$175.00	



page	item#	description	qty	price	total
60	1.MM.212.S01	TREE, LEAF, FLOWER PUZZLES WITH PLEXIGLASS BACK		\$219.80	
60	1.MM.213	WOODEN CABINET FOR INSETS, WITH 7 DRAWERS		\$357.00	
<b>GEOGRAPHY</b>					
61	1.MM.220.1	SANDPAPER GLOBE		\$49.00	
61	1.MM.220.2	TWO COLOR GLOBE		\$49.00	
61	1.MM.220.3	COLORS GLOBE GONZAGARREDI COLORS		\$60.20	
61	1.MM.220.3A.S01	COLORS GLOBE NIENHUIS COLORS		\$60.20	
	1.MM.221.0	CIRCLE FOR TRACING THE HEMISPHERES		\$12.60	
62	1.MM.221.B	WORLD PUZZLE MAP WITH PLEXIGLASS BACK IN NIENHUIS COLORS		\$98.60	
62	1.MM.221.B.S01	WORLD PUZZLE MAP WITH PLEXIGLASS BACK IN GONZAGARREDI COLORS		\$98.60	
	1.MM.221.1	CONTROL CHART FOR MAP OF THE WORLD, UNLABELLED		\$9.80	
	1.MM.221.2	CONTROL CHART FOR MAP OF THE WORLD, CONTINENTS		\$9.80	
62	1.MM.222.B	NORTH AMERICA PUZZLE MAP WITH PLEXIGLASS BACK		\$112.00	
	1.MM.222.1	CONTROL CHART FOR MAP OF NORTH AMERICA, UNLABELLED		\$9.80	
	1.MM.222.2	CONTROL CHART FOR MAP OF NORTH AMERICA, COUNTRIES		\$9.80	
	1.MM.222.3	CONTROL CHART FOR MAP OF NORTH AMERICA, CAPITALS		\$9.80	
63	1.MM.223.B.CA	CANADA PUZZLE MAP WITH PLEXIGLASS BACK		\$130.20	
	1.MM.223.CA1	CONTROL CHART FOR MAP OF CANADA, UNLABELLED		\$9.80	
	1.MM.223.CA2	CONTROL CHART FOR MAP OF CANADA, PROVINCES		\$9.80	
	1.MM.223.CA3	CONTROL CHART FOR MAP OF CANADA, CAPITALS		\$9.80	
63	1.MM.223.B.AU	AUSTRALIA PUZZLE MAP WITH PLEXIGLASS BACK		\$112.00	
	1.MM.223.AU1	CONTROL CHART FOR MAP OF AUSTRALIA, UNLABELLED		\$9.80	
	1.MM.223.AU2	CONTROL CHART FOR MAP OF AUSTRALIA, COUNTRIES		\$9.80	
	1.MM.223.AU3	CONTROL CHART FOR MAP OF AUSTRALIA, CAPITALS		\$9.80	
62	1.MM.223.B.US	USA PUZZLE MAP WITH PLEXIGLASS BACK		\$155.40	
	1.MM.223.US1	CONTROL CHART FOR MAP OF USA, UNLABELLED		\$9.80	
	1.MM.223.US2	CONTROL CHART FOR MAP OF USA, STATES		\$9.80	
	1.MM.223.US3	CONTROL CHART FOR MAP OF USA, CAPITALS		\$9.80	
63	1.MM.224.B	CENTRAL AMERICA PUZZLE MAP WITH PLEXIGLASS BACK		\$70.00	
	1.MM.224.1	CONTROL CHART FOR MAP OF CENTRAL. AMERICA, UNLABELLED		\$9.80	
	1.MM.224.2	CONTROL CHART FOR MAP OF CENTRAL. AMERICA, COUNTRIES		\$9.80	
	1.MM.224.3	CONTROL CHART FOR MAP OF CENTRAL. AMERICA, CAPITALS		\$9.80	
63	1.MM.225.B	SOUTH AMERICA PUZZLE MAP WITH PLEXIGLASS BACK		\$119.00	
	1.MM.225.1	CONTROL CHART FOR MAP OF SOUTH AMERICA, UNLABELLED		\$9.80	

prices effective January 1, 2011

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