

Chiaravalle Montessori

2009-2010

Middle School Handbook

425 Dempster Street
Evanston, IL 60201
Phone (847) 864-2190
Fax (847) 864-2206
www.chiaravalle.org

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Introduction

This handbook functions as a supplement to the 2009-2010 Parent Handbook. It provides specific information about the Middle School program, which shares its mission, vision, and core values with the early childhood and elementary programs.

Chiaravalle Mission Statement

Chiaravalle Montessori School provides families with a quality child-centered education based on the philosophy and methods of Maria Montessori. Chiaravalle strives to provide a respectful, cooperative, and diverse environment in which children may develop the full range of their abilities.

Chiaravalle Vision Statement

Chiaravalle Montessori School will be an outstanding community providing a complete educational experience in an optimally prepared environment where learning and diversity are a cause for celebration.

Chiaravalle Core Values Statement

Core values are attributes that help define our School's identity and purpose. At Chiaravalle, our core values reflect our vigilant commitment to Montessori education and principles.

Individuality

We respect individuality while balancing individual needs against those of the group.

Respect

We treat children as competent individuals and exhibit the same respect amongst the adult community.

Diversity

We seek diversity to create a learning environment that includes and values differing perspectives.

Learning

We emphasize a lifelong commitment to learning how to learn.

Responsibility

We assume responsibility for our own learning and behavior.

Cooperation and Empowerment

We stress cooperation and empowerment through open and productive communication.

Compassion

We demonstrate compassion and social responsibility.

Integrity

We value integrity; our word is important and we use it to accomplish positive goals.

Self-Reflection

We believe self-reflection is critical to growth and change.

Middle School Mission Statement

The overarching goal of the Middle School program at Chiaravalle is to support students in their processes of self-construction. As adolescents move towards adulthood, they work to identify their roles in society. Our program helps students gain a better understanding of themselves and the communities in which they participate. Ultimately, we aim to enhance students' sense of self-efficacy and their readiness to make a positive difference in the world.

Chiaravalle Middle School Class Mission Statement

The Middle School Program

The object of education is an entity in the process of becoming a human being. Education should not focus on special functions, faculties, or skills, but on the whole personality.

—Maria Montessori

The Middle School design is an integration of the current research in human development, the trends and issues in education, and the Montessori philosophy. The mission of the program is to provide opportunities for adolescents to be self-confident and gain self-knowledge, to belong to a community, to learn to be adaptable, to be academically competent and challenged, and to create a vision for their personal future; thus, to empower early adolescents.

The adolescent is:

- an active, self-directed learner
- a vital member of the class, school, city and global community
- a vital member of the teacher-student-parent team
- responsible for keeping commitments, being honest, and respectful

The teachers are:

- facilitators for learning
- consultants for the students
- creators of a positive climate for learning
- communicators with parents and community
- role models

The school structure offers:

- a learner-centered environment
- a developmentally-responsive curriculum and teaching team of Montessori teachers with additional adults as resources
- parents-teachers-student partnerships
- multi-aged groupings of 12-14 year olds
- large blocks of uninterrupted learning time
- peer and cross-age teaching

The curriculum and instruction includes:

- Interdisciplinary themes
- learning how to learn strategies
- personal learning plans and goals
- mastery, coaching, and exploratory activities
- long-term cooperative learning projects
- a strong sense of community and social interaction with peers
- meaningful and challenging work
- activities for self-expression, self-knowledge, and self-assessment
- activities that value all nine intelligences and a variety of learning styles
- activities to foster interdependence
- activities for learning economic independence
- school and community service projects
- activities that allow work on and with the land

Middle School Faculty and Staff

Robyn McCloud-Springer: Elementary and Middle School Program Director

rspringer@chiaravalle.org

Robyn has been the Elementary and Middle School Director at Chiaravalle Montessori School for three years. She has a M. ED in Curriculum and Instruction from Chapman University, a BA in English from the University of Arizona and Montessori 6-9 training through the Midwest Montessori Teacher Training Center. Robyn has taught Lower Elementary here at CMS as well as Khalsa Montessori School in Tucson, AZ. She has served as a Director of two Sylvan Learning Centers, and taught literacy and writing skills from preschool through adult in Montessori and traditional schools.

Joshua Ruderman: Science and Mathematics – Head Teacher Middle School

jruderman@chiaravalle.org

Josh has a MS in Education from National Louis University and a BA in Political Science from the University of California, Irvine. He has taught elementary and middle school technology, Science and Math, as well as outdoor education programs in California, Illinois and Colorado.

Theresa Sparlin: Language Arts and Social Studies – Head Teacher Middle School

tsparlin@chiaravalle.org

Theresa trained this summer at the Midwest Montessori Teacher Training Center in the secondary 1 (middle school) program. She has a Masters in Curriculum and Instruction from Concordia University, Chicago, Illinois teacher certification from Northeastern Illinois University, and a BA from Eastern Illinois University in Theater Arts. She has taught pre-school, high school English and Drama, and in the middle school classroom for fifteen years.

Additional Middle School Faculty

Greta Connor: Art Specialist

Mary Beth Burns: Drama Specialist

Chika Mignani: Spanish Specialist

Trixie Kelleghan : Coordinator of Special Learning Resources

The Middle School Site

The middle school classrooms are in the Community House, which is the education building of the First Congregational Church of Evanston. The building is located at 1417 Hinman Ave, on block south of Chiaravalle's main building. The entrance to the Middle School is on the south side of the building. The door is locked, but there is an intercom system. To reach the Middle School, press the CALL button and then press the number 1. This connects you to the phone in the Middle School and teachers will buzz you in.

Courses of Academic Study

Chiaravalle Montessori Middle School courses of study reflect an integration of the newest research on the developmental needs of early adolescents, the Montessori philosophy, the state of the art in current learning theory, and the predictions of the skills needed for a productive life in the twenty-first century.

Language Arts

Language Arts include the study of vocabulary, literature, grammar and mechanics, and writing. Vocabulary is presented across the curriculum and is formally approached by learning word elements (roots, prefixes, and suffixes) and through the use of the Sadlier-Oxford Vocabulary Workshop textbook series. Literature includes the study of literary elements and readings from all genres of literature. Each cycle, students read one anthology consisting of short stories and poems, and one book focused on the theme of the cycle. Student answer questions on the selections in the anthology and these are discussed in class. Students analyze a portion of the book they read each night and present that to the class for discussion. Once the book is finished, students complete final projects/reports on the book. Over the course of the year each student completes an independent study project that results in a major research paper.

Speech and Communication

Speech includes daily communications that focus on grace and courtesy, listening skills, note-taking, active participation in group discussions, clear articulation of ideas, and making frequent individual and group presentations. Students learn a variety of communication skills, such as acknowledging others, using “I” messages, active listening, goal setting, and group decision-making. Students also participate in Personal World activities developed from Covey’s *Seven Habits of Highly Effective Teens* and *The Heroic Journey*. Each year the class develops a mission statement, which includes standards for classroom communication. Students are able to practice communication skills daily by working in community meetings, class committees, small group cooperative projects, and peer and multi-age teaching activities.

Social World (Social Studies) Year A

This course includes geography and history. The geography curriculum includes the study of the themes of location, place, movements, regions, and interaction of people and their environment. The history curriculum focuses on the history of people and the following topics: Connections (Native Americans), Exploration and Perspectives, Identity (Immigration), Systems (Economics and Economic Systems), Interdependence (Ecology and Future Visions). Students do personal and group work in these themes. The focus is on asking large questions and looking for patterns in history and integrating this information into all disciplines. Students develop creative projects and make presentations based on their research. Students are tested to 85% mastery on theme tests covering the material.

Social World (Social Studies) Year B

This course includes geography and history. The geography curriculum includes the study of the themes of location, place, movements, regions, and the interaction between people and their environment. The history curriculum focuses on the progress of people and the following topics: Structures (Governments and US Government), Forces (Revolutions), Power (Human Rights Movements), Changes (the Industrial Revolution), and Balance (Peace Education). Students participate in individual and group work related to these themes. The focus is on asking large questions and looking for patterns in history and integrating this information into all disciplines. Students develop creative projects and make presentations based on their research. Students are tested to 85% mastery on theme tests covering the material.

Mathematics

This course uses Michigan State's *Connected Math 2* curriculum. The focus of this curriculum is that all students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness and proficiency. This is the same program used by most District 65 middle schools. Students must take quizzes for feedback and master comprehensive tests with at least 85% accuracy. Parallel to the textbook work are short courses and lab activities in group problem-solving, mental math, tessellations, compass constructions, and logic.

Natural World (Life Science) Year A

The life science curriculum includes the study of Connections (Cells and Living Things), Exploration (Virus, Monera, Protista, and Fungi), Identity (Genetics), Systems (Animal Systems), and Interdependence (Ecosystems and Environmental Science). Botany and Zoology are part of the curriculum at Nature's Classroom. Students do personal work and group work related to all of these themes. The focus is on asking large questions and looking for patterns in science and integrating this information into all disciplines. Students develop creative projects and make presentations to the class based on their research. Students are tested to 85% mastery on theme tests covering the material.

Natural World (Physical Science) Year B

The physical science curriculum includes the study of Structures (Nature of Science and the Structure of Matter), Forces (Motion and Four Fundamental Forces), Power (Power, Energy, and Waves), Changes (Work and Machines), and Balance (Chemistry and Technology). Students do personal work and group work in these themes. The focus is on asking large questions and looking for patterns in science and integrating this information into all disciplines. Students develop creative projects and make presentations to the class based on their research. Students are tested to 85% mastery on theme tests covering the material.

Physical Education and Health

The physical education class focuses on team sports, individual sports, and aerobic activities. Students also participate in cooperative games. All students are included in all activities. Health is the study of issues pertinent to the needs of early adolescents. Students alternate focusing on The Heroic Journey and The 7 Habits of Highly Effective Teens. This program has several purposes. One is to provide information about the transition from childhood to adolescence and the journey to adulthood. Another is to provide links between generations to help young people make the journey safely. A third is to create challenging and meaningful experiences, similar to those in the initiation or rites of passage ceremonies. Students explore topics such as belonging, friendships, adolescent development, stress management, self-esteem, peer pressure, drug education, sexuality, nutrition, and balanced-living. There is a time each day in which students spend in personal reflection for development of their intrapersonal skills.

As part of the health curriculum, students spend thirty minutes each day after lunch in personal reflection. Dr. Montessori felt that early adolescents have a quest for self-knowledge, which in turn helps adolescents develop their identity. In our hurried society, we want the students to learn to spend time reflecting on goals, reducing stress, and creating a personal vision. During this time, students work by themselves on guided self-knowledge activities that are recorded in a journal as relaxing music is played, take a power nap, do creative arts, or participate in the Heroic Journey or Seven Habits of Highly Effective Teens activities. A student is expected to choose a balance of these activities during the cycle.

Spanish

Students attend Spanish four times per week. The curriculum develops skills in the area of speaking, reading and writing, and includes an exploration of cultures of the Spanish-speaking world.

Outdoor Education

Men with hands and no head, and men with head and no hands are equally out of place in the modern community. The balance between manual and intellectual work is important to the development of the adolescent. Therefore the work on the land is an introduction both to nature and civilization and gives a limitless field for scientific and historic studies. —Maria Montessori

The rural atmosphere offers students a kind of “place apart”—a safe and healthy environment to promote their transition to adulthood. —Maria Montessori

Chiaravalle Montessori Middle School expresses this aspect of the Montessori philosophy by spending two weeks at Camp Ronora in Watervleit, Michigan and one week at Nature’s Classroom in Mukwonago, Wisconsin.

Camp Ronora is about one and a half hours from Chicago. Ronora is a nature preserve with a secluded lake, abundant wildlife and over 400 acres to explore and enjoy. Ronora allows the Middle School students to experience many aspects of Montessori’s vision of Erdkinder. Students spend two weeks a year at Ronora, developing a close relationship with the land as they work, study, and live in community with their peers and their

teachers. They experience real responsibility as they budget, shop, cook, and clean for themselves and each other. They use nature as a source of inspiration for academic work, studying ponds, streams, lakes, land management, astronomy, and related topics. At Ronora, students experience a balance between technology and nature, independence and interdependence, the physical and the intellectual.

The Nature's Classroom land lab experiences allows students to develop a strong sense of community working together on projects and having time to participate in the change in rhythm of living in harmony with nature. Students also have time for academic pursuits and apply their knowledge of astronomy, geology, biology, ecology, math, and geometry to real-life situations. Projects are done in groups, allowing the students to work with peers from other Montessori middle schools, toward a common goal.

www.nciw.org

www.ronoralodge.com

Career Education/Service Learning

Each year all Middle School students participate in one of two internship experiences. One year they spend a week working at Chiaravalle in lower-level classrooms as mentors/teaching assistants. During the other year, students spend one week working fulltime in a business of their choice. They each prepare and mail a business stating their goals and verifying arrangements along with a resume. Both of these internships require that the supervising teachers and adults complete an evaluation form. Students are encouraged to become involved with spontaneous service activities based on needs and interests. In economics, students run a class business. For the 2009-2010 year, the classroom business is growing and selling basil for Bagel Art Café.

Class Field Trips

Each year students go on several field trips. These will vary from museums, plays, and other points of interest relating to our themed cycles of work, to collaboration with Rogers Park Montessori and Brickton Montessori middle schools. We will use public transportation or parent drivers.

Art, Music, and Drama

All Middle School Students participate in weekly sessions of art, music (drumming), and drama. In these special subjects students have the opportunity to participate in a wide variety of creative outlets and learn more about each of these subjects. Students also receive brief daily lessons in music appreciation at the start of community meeting.

Cycles of Work

Each year there are five cycles of work. Each cycle lasts for six weeks. At the beginning of each cycle, students receive study guides identifying the work they are going to accomplish during that cycle. The cycle format is designed to help students develop organizational, decision-making, and time-management skills. If an appropriate amount of work has not been completed each week, students are expected to catch up over the weekend with parental support. If there is any remaining incomplete work on the last day of the cycle, the student is expected to stay at school until the work is completed. Students complete weekly progress reports at the end of the week for

parents to review, sign, and return the following Monday. Teachers complete an end of cycle assessment that provides an overview of student progress as well as the grades the student received over the course of the cycle.

Classroom Work

The school day is divided into two kinds of work: individual and group work. Individual work is designed to make a match between the skills, abilities, and interests of each student, and there are a variety of work choices in every academic area. Individual work is assessed individually with mastery tests.

Group work is done in randomly chosen groups in which individuals learn to work together over the course of a cycle. These groups work together on the academic tasks within the thematic units, which integrate all subject areas. Individual written tests, group presentations, and self-assessments of the group process assess the thematic unit.

Students are expected to keep up with class work and, if necessary, to do what they can at home to stay caught up. If a student repeatedly misuses class time or interferes with the work of his/her classmates, a conference is held.

Homework

Homework consists of taking home and bringing back binders and all necessary materials, completing assignments in math, literature, and vocabulary, Natural World, Social World and also completing any corrections or self-assigned work. The math work involves a math lesson and practice problems per day. The literature assignment will either consist of a shorter reading with accompanying questions or 20-30 pages of a novel and a writing response. Natural and Social World assignments include note taking from articles and textbooks as well as vocabulary. Spaced throughout each cycle there are more in-depth writing assignments corresponding to the Social and Natural World and literature work. Spanish will vary according to assignments.

Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for schoolwork. For concentrated learning to occur, students should study without the distractions of television, telephones, and Internet usage. Because students know their assignments in advance they can learn to plan ahead and avoid conflicts or late night studying. The first and second time a student does not complete his/her homework or bring necessary belongings to school, he/she indicates this on the weekly assessment, creates a plan to complete the work, and takes it home to be signed by a parent. The third time a student does not complete his/her homework or bring necessary belongings to school, which makes the time spent in the classroom non-productive, a conference is held and an action plan is initiated.

Mastery Learning

Mastery learning is a form of personalized learning that gives students the necessary time to master particular skills before progressing to the next level of work. The student

takes on the responsibility of learning a skill versus merely accepting a low grade and never really learning the information. The teacher's job is to help the student break down the learning steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility. Its disadvantage, as listed by researchers, is that too many students receive A's. The procedure of mastery learning is to offer information, provide learning strategies and activities, provide a variety of assessments - performance assessment with rubrics scale, quizzes, written tests, and self-assessments - and re-teach and retest if necessary. Tests are given at the closure of a body of work such as math chapters, vocabulary units, and after the completion of an area of study in social studies or science. All students are expected to achieve 85% mastery on all tests; if mastery is not achieved, retests will be required.

Multiple Intelligences

Recent discoveries about the nature of human intelligences have indicated that we have the ability to enhance and amplify our intelligences, and that intelligence is a multiple reality that occurs in different parts of the brain/mind system. Students take a survey of where they are on the continuum of each of the eight intelligences as identified by Howard Gardner in his book, *Frames of Mind*. The eight intelligences are verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and natural. Students are asked to design their work to include each of the intelligences and reflect upon their growth in each area. Gardner has recently added one more intelligence, which is existential. Information on this ninth intelligence will be published in the near future.

Independent Study

The independent study, as a form of investigation, is designed to encourage students to pursue an area of interest. Students, with their parents, must develop a strategy for implementing the study that culminates in a written research paper and a presentation to the class. A contract is completed by the student explaining the study. Parents and the teachers must review and sign the contract.

Drug and Sexuality Education

Drug and sexuality education is part of the secondary program and the Personal World curriculum. The significant factors in helping students make good choices for themselves are: decision-making strategies, goal setting and planning, constructive ways of having fun, stress management, good peer relations, self confidence, responsibility for their behavior, respect for others, and the deference of immediate desires. These elements are on-going skills and activities in the classroom.

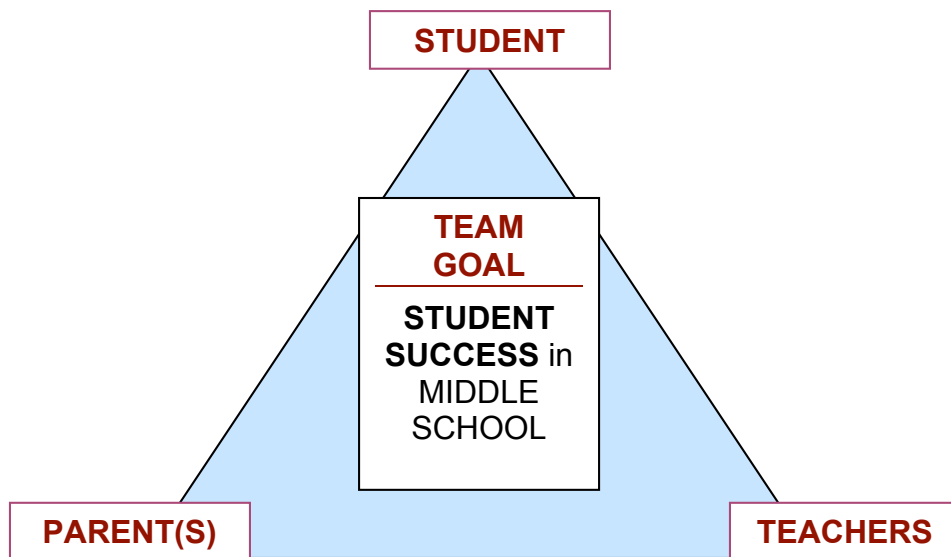
Chiaravalle Montessori is a drug free school. Students who use alcohol, tobacco, or other chemical substance during or after school hours are subject to action by the school. Parents are expected to monitor students' activities so that the students are in safe and healthy environments and therefore, are not exposed to the abuse of chemical substances.

Binders/Portfolios

At the end of each cycle students file their completed work into a binder. Students select representative pieces of work to prepare a portfolio for their family conference in January. At the conference, students present their binders to their parents and use it to support their assessment of themselves.

Family-School Partnerships

Students, parents, and teachers share a common goal: student success in middle school. In thinking of ourselves as a team, we see that each player is vital. When each player takes responsibility for his/her unique role on this team, the chances of attaining the goal are tremendous!



Family Conferences

Scheduled family conferences are held in August. For the August conference students and parents complete goal setting forms outlining what the student would like to focus on during the school year. Students are asked to prepare for the parent/teacher/student conferences in November and March and evaluate their progress in three areas: academic growth, personal responsibility, and group responsibility. They present their portfolios as support for their evaluation. Students, parents, or teachers may request additional conferences throughout the year.

Summary for Parents

At the end of each week, students complete a Weekly Progress Report that identifies whether they have completed the appropriate amount of work for the week. If students do not complete weekly work expectations, then they must make that work up over the weekend.

At the end of each cycle, each student's work, activities and projects are summarized in a Report to Parents. It is requested that parents review this report with their adolescent and contact the school if there are any questions or concerns. If so, a meeting can be set up with parents, teacher, and the student to do any necessary problem solving.

Communications Between Family and School

When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issue with the student. If the teachers feel it necessary for the parent to have specific information, they will ask the student to complete a Behavioral Parent Communication Form and to discuss it with his/her parents. If the inappropriate behavior is repeated, the form will be sent home a second time. If the behavior occurs a third time, a problem-solving conference with the parents will be scheduled. The purpose of this procedure is to encourage the student to communicate with his/her parents and to learn how to be responsible for modifying inappropriate behavior.

Parent-Administrator Communication

The school administrators offer support to parents and teachers. Feel free to contact the Program Director, Robyn Springer at rspringer@chiaravalle.org, with questions or concerns about the Middle School. For school-wide issues, contact Brenda Mizel, Head of School, bmizel@chiaravalle.org.

Classroom Procedures

Ground Rules and Consequences

For optimal learning to occur, the classroom atmosphere must be physically and psychologically safe. To ensure this safety, a set of baseline ground rules and their consequences have been established. All situations are dealt with student involvement and follow a plan with logical consequences. For the students' benefit, a sports metaphor is used to clarify the rules. Inappropriate behaviors inside the "playing field" still allow the classroom to be a safe environment. Students who behave in an inappropriate manner that is inside the "playing field" are asked to complete a Parent Communication form. The first time the student displays inappropriate behavior, he/she is asked to fill out the top of the parent communication form and take it home to be signed. The second time a student displays inappropriate behavior, he/she is asked to fill out the bottom of the parent communication form and is asked to take it home to be signed. The third time a student displays inappropriate behavior, he/she is asked to call his/her parent and set up a conference with a teacher. This conference is to problem-solve and create a plan for the student to follow. Verbal and/or physical abuse is outside the "playing field", and the student has stepped over the boundary. Since the classroom is no longer safe for others, immediate action is taken. The parents must meet with the teacher, school director, and the student to determine if the student will be admitted back into the school.

A copy of the mission statement and ground rules established and agreed to by the 2009-2010 class is included on page 4 of this handbook. Please refer to the Chiaravalle parent handbook for additional discipline policies.

Integrity, Respect, and Responsibility

The classroom is based on the premise of integrity, respect, and responsibility. The Montessori classroom provides many opportunities at all levels for the development of these universal values. Integrity involves trust and honesty. Trust is an important factor in early adolescent development. Honesty in personal relationships and academic work is a cornerstone of the classroom rules.

Students are expected to treat themselves with respect, treat each other with respect, and respect the materials in the environment. Specifically, grace and courtesy lessons are part of the classroom learning and are discussed and practiced. The books and materials in the environment will need to be treated with care. Most textbooks and learning materials belong to the school and must remain in good condition so that others can use them.

There are two kinds of responsibility:

- Responsibility 1 is taking responsibility for one's own needs in the learning environment such as learning time-management, completion of homework on time, focus, physical organization, and problem solving.
- Responsibility 2 is taking care of the needs of others and contributing to the group. This involves supporting others, working cooperatively, active listening and self-management in groups. All of these aspects are important in establishing a classroom community.

Communication Strategies

An adolescent's psychosocial task is developing appropriate relationships with others. In response to this developmental need, the program focuses on the learning of communication strategies. The four strategies taught are: acknowledging others, "I" messages, problem solving (goal setting, decision making, win/win solutions), and active listening.

Dress Guidelines

The aim of a dress code is to encourage individuality while maintaining a professional standard of dress. The school encourages students to dress and groom themselves in a manner that reflects high personal standards, demonstrates respect for themselves and others, and promotes a positive and safe environment in which to learn.

Middle School students:

- Should dress in attire that is clean and in good repair.
- Should not wear clothing, footwear, insignia jewelry, or accessories that promote the use of violence, tobacco, alcohol, or other drugs; display sexual, vulgar, lewd, indecent or insulting words or slurs; are sexually revealing, suggestive, or immodest; disrupt or threaten to disrupt the educational environment.
- Should not wear hats or hoods in the school.
- Should not wear clothing that exposes the midriff, undergarments, buttocks, upper thigh or breast. Skirts with a high slit, low cut shirts, shirts with spaghetti straps, and halters are prohibited. Pants should cover undergarments.
- Should not wear sleepwear to school. Pajama tops or bottoms are not considered appropriate dress. Slippers are not appropriate footwear.
- Should not wear skirts and shorts shorter than extended arms and fingertips down to the side.
- Should not wear sunglasses inside the school building.
- Must have athletic shoes to wear Monday through Thursday for physical education. Students may wear these shoes all day, or they may change into them before the physical education period. Students must also be wearing clothes that allow for participation in physical activities. Students may wear these clothes all day, or they may change into them before the physical education period.

—Should dress appropriately for the weather. Students will be outside for recess unless the temperature is less than 15 degrees Fahrenheit (with wind chill). Students may be traveling on field trips in rain, snow, or cold.

These rules apply to all school-sponsored activities and events including those that occur off the school's premises. If students are wearing inappropriate clothing, they may be given appropriate clothing to wear. The school reserves the right to send students home to change into the appropriate attire.

Electronic Devices

Students are permitted to bring cell phones, and other electronic items to school; however, these items must not be turned on and must not be visible at any point during the regular school day. The teacher will keep personal items that interfere with class work until the end of the day.

The classroom has enough computers to meet the students' needs; however, Middle School students may bring personal laptop computers to school. Parents and students take full responsibility for any damage done to the computers while at school. All Internet use is only for class assignments.

Snacks and Lunches

Research and experience indicate that adolescents benefit by having periodic snacks to meet the needs of their growing bodies. Students may bring healthy snacks such as raw fruit, vegetables, crackers, pretzels, etc. from home. Research also shows that drinking water increases the ability to study. Students should also bring water bottles with flip-tops lids that they can refill throughout the day. The Middle School classroom has a water cooler for student use. Lunches should be nutritious and not include excessively sugary items such as soda pop or candy. Chewing gum is never permitted.

Students bring their lunch from home and eat at the Middle School site. We encourage students to pack nutritious meals for themselves. We strongly discourage students from bringing candy, soda, or other junk food for lunch. If students forget their lunch, they have the opportunity to purchase a lunch from the school. The school bills families for lunches.

Absences and Tardies

Please call the front desk of the main building if students will not be present for the day. Absences and tardies are recorded. If a student misses class, it is the student's responsibility to arrange to meet with the teacher to create a plan for completing class work. Work from short absences should be made up within a

week and that from longer absences should be handed by the end of the work cycle. Most high school recommendation forms request information concerning absences and tardies.

IMPORTANT NOTE RE: ARRIVAL:

Prompt arrival is essential to preserving the important Community Meeting time at the very beginning of each day. This is our opportunity to plan and prioritize our work time for the day ahead and to get focused on learning. Late arrivals are understandable from time to time, but because they cause the student to miss out on the day's planning as well as to disrupt the working environment with their late entry, it is vital to place a high priority on arrival by 8:30 am.

School Trips

During the year, students go to Nature's Classroom Land Lab for one week and Ronora on two occasions.

Family Vacations

If parents choose to remove their student from class for a family vacation, it is necessary to notify his/her teachers, in writing, at least two weeks prior to departure. All work scheduled during the time he/she is gone must be completed in advance of the trip.

Student-Led Conferences

In November and March, students formally present their self-assessment to their parents and teachers. They use their portfolios to support their self-assessment and to help them set goals. We ask parents to be supportive of the ideas their child expresses during their student-led conference. The conference is meant to be a positive forum in which the adolescent can express their ownership of the work and goals they created.

Teachers also present their formal assessments of the students' work at these meetings.

After students complete their presentations of their portfolios, parents have the option to meet privately with the teachers.

Standardized Tests

Standardized tests are administered in January. The tests offer a limited, but useful, view of students' knowledge and abilities in certain areas. Teachers and

administrators use the tests to help them evaluate the effectiveness of the program. Testing taking strategies and practice tests are presented in class to prepare students for this testing and for the ETHS placement tests.

Special Needs

The Middle School teachers modify the work of the classroom in order to meet the different needs of students. Students are assessed on an individual basis, not in comparison to each other.

If students need additional support outside of the classroom, the Middle School teachers will work with the Coordinator of Special Learning Resources. The coordinator may recommend outside testing and assistance.

CHIARAVALLE MIDDLE SCHOOL DAILY SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	All School Community Meeting
9:00	Drama	(HW check)	(HW check)	(HW check)	(Weekly check in and IW) (9-10:30)
9:30		Drumming			
10:00	(HW check)				
					Social Justice, Community Service, Personal World
11:00	Spanish		Spanish	Drama	
11:30					Business
11:50 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10- 12:30	Recess	Recess	Recess	Recess	Recess
12:30	Personal Reflection	Personal Reflection	Personal Reflection	Personal Reflection	Personal Reflection
1:00-1:30					
1:30					Peace Council
1:45				Environment	
2:00				Art	Environment
2:15					Art
2:40	Environment	Environment	Environment		
2:50	PE	PE	PE	PE	Early MS dismissal
3:20	MS Dismissal	---	----	---	----

Blue blocks= all class meeting times

Turquoise block in AM= Math, LA Presentations and Individual Work Time

Orange block in PM= Natural or Social World Group Work Time and Presentations

2009-2010 Middle School Calendar

August

26-27 Family Goal Setting Conferences
31 No School

September

1 Middle School Begins- (orientation
week)
7 Labor Day (no school)
8 Cycle 1 Forces; Social World
17 Back to School Curriculum Night
28 School closed for Yom Kippur
29-Oct.2 Ronora trip

October

7 Cycle 1 Forces; Natural World
12 School closed- Columbus Day

November

3-6 Ronora trip
9 Cycle 2- Structures; Social World
12 Parent/Teacher Conferences
13 Parent/Teacher Conferences (no
school)
25 School closed- Professional
Development
26-27 School closed for Thanksgiving

December

2 Cycle 2 Natural World
18- Jan 1 Winter Break

January

4 School resumes
4 Cycle 3 Social World
18 School closed for MLK
19-23 IOWA testing week

February

1 Cycle 3 Natural World
3 School closed for professional
development
16 School closed for Presidents Day
22 Cycle 4 Social World

March

5 School closed for Professional
Development
15 Cycle 4 Natural World
18-19 Parent/Teacher Conferences
19 No School – closed for conferences
29-April 2 School closed for Spring break

April

1-2 Spring break
12 Cycle 5 Social World
19-23 Nature's Classroom

May

5 School closed for Professional
Development
10 Cycle 5 Natural World
31 School closed for Memorial Day

June

3 Graduation
4 Last day- noon dismissal

Recommended Books for Parents

The Primal Teen by Barbara Strauch
The Bully, the Bullied and the Bystander by
Getting It Right With Teens, The Parent's Manual for Surviving Your Teenage Children by
Madelyn Swift
The Soul of Education by Rachael Kessler
All Grown Up and No Place to Go by David Elkind
Parenting Your Teenager by David Elkind
All She Can Be by Carol Eagle
School Girls by Peggy Orenstein
Reviving Ophelia by Mary Pipher
Raising Cain: Protecting the Emotional Life of Boys by Dan Kindlon and Michael
Thomson
A Fine Young Man by Michael Gurian
The Wonder of Boys by Michael Gurian
Real Boys by William Pollack
The Multi-Age Classroom by Fogarty
The Schools Our Children Deserve by Alfie Kohn
Learning With the Brain in Mind by Eric Jensen
Raising Teenagers: The Best Resources to Help You Succeed edited by John Ganz
The Complete Idiot's Guide to Parenting Your Teenager by Kate Kelly
The 7 Habits of Highly Effective Families by Stephen Covey
The 7 Habits of Highly Effective Teens by Sean Covey
Nurturing the Spirit by Ailene Wolfe

Recommended Books for Middle School Students

Across Five Aprils by Irene Hunt, Pacer
Adventure of Huckleberry Finn by Mark Twain, Bantam
Adventures of Tom Sawyer by Mark Twain, Bantam
*Alas, Babylon by Pat Frank
All Creatures Great and Small (+series) by Herriot, Bantam
*All Quiet on the Western Front by Erich Remarque
And Maggie Makes Three by Joan Lowery Nixon, Dell
Animal Farm by George Orwell, Signet
Anne of Green Gables (+series) by Lucy Montgomery, Bantam
April Morning by Howard Fast, Bantam
Are You in the House Alone by Richard Peck, Dell
Autobiography of Benjamin Franklin by Franklin
Autobiography of Miss Jane Pittman by Ernest J. Gaines, Bantam
Black Boy by Richard Wright
The Black Pearl by Scott O'Dell, Dell
Black Like Me by John Griffin
Bless the Beasts and Children by Glendon Swarthout, Pocket
The Bloody Country by Collier & Collier
Brian's Song by William Blinn
Bridge to Terabithia by Katherine Paterson, Harper
Brothers of the Heart by Joan Blos, Aladdin
Building Blocks by Cynthia Voigt, Fawcett
Caddie Woodlawn by Carol Brinker, Collier
Call it Courage by Armstrong Sperry, Collier
The Call of the Wild by Jack London, Bantam

The Cay by Theodore Taylor, Avon
The Chocolate War by Robert Cormier, Dell
Come Sing, Jimmy Jo by Katherine Paterson, Avon
The Diary of Anne Frank by Anne Frank, Pocket
A Day No Pigs Would Die by Robert Newton Peck, Dell
Deadly Game of Magic by Joan Lowery Nixon, Dell
Dacey's Song by Cynthia Voigt, Fawcett
Durango Street by Frank Bonham, Dell
Earthsea Trilogy by Ursula LeGuin, Bantam
*Ethan Frome by Edith Wharton
Dragonwings by Laurence Yep
Fahrenheit 451 by Ray Bradbury
Farewell to Manzanar by Jeanne and James Houston
Flowers for Algernon by Daniel Keys, Bantam
Gathering of Days by Joan Blos,
Ghosts I Have Been (+series) by Richard Peck, Dell
The Gift by Joan Lowery Nixon, Aladdin
The Giver by Lois Lowery
Go Ask Alice Anonymous
*Gone With the Wind by Margaret Mitchell, Avon
*Grapes of Wrath by John Steinbeck, Penguin
*The Great Gatsby by F. Scott Fitzgerald, Scribner
The Great Gilly Hopkins by Katherine Paterson, Harper
Hiding Place by Corrie Ten Boom
Hiroshima by John Hersey
The Hobbit by Tolkien, Ballantine
Homecoming by Cynthia Voigt, Fawcett
I Am Cheese by Robert Cormier, Dell
I Am Fifteen-And I Don't Want to Die by Christine Arnothy, Scholastic
I Heard the Owl Call My Name by Margaret Craven, Dell
Incredible Journey by Sheila Burnford, Bantam
Island of the Blue Dolphins by Scott O'Dell, Yearling
Jacob Have I Loved by Katherine Paterson, Avon
Johnny Tremain by Ester Forbes, Dell
Julie of the Wolves by Jean Craighead George, Harper
*The Jungle by Upton Sinclair, Signet
The Karate Kid by B.B. Hiller, Scholastic
The Kidnapping of Christina Lattimore by Joan Nixon, Dell
Let the Circle Be Unbroken by Mildred Taylor, Bantam
Light in the Forest by Conrad Richter, Bantam
Lilies of the Field by William Barrett
Little Women by Louisa May Alcott
Long Journey Home Julius Lester, Scholastic
*Lord of the Flies by William Golding, Putnam
Meet the Austins by Madeleine L'Engle, Dell
Martian Chronicles by Ray Bradbury, Bantam
*Moby Dick by Herman Melville, Signet
My Brother Sam is Dead by Collier & Collier, Scholastic
My Darling, My Hamburger by Paul Zindel, Bantam
My Antonia by Willa Cather
My Side of the Mountain by Jean George
*Native Son by Richard Wright
*1984 by George Orwell, Signet
*Night by Elie Wiesel

No Promises in the Wind by Irene Hunt
O Pioneer by Willa Cather, Bantam
*Of Mice and Men by John Steinbeck
Of Nightingales that Weep by Katherine Paterson, Avon
*The Old Man and the Sea by Ernest Hemingway, Scribner
Old Yeller by Fred Gipson, Harper
*Oliver Twist by Charles Dickens
One Day in the Life of Ivan Denisovich by Solzhenitsyn
*One Flew over the Cuckoo's Nest by Ken Kesey, Signet
*Ordinary People by Judith Guest
Orphan Train by Joan Lowery Nixon
*Our Town by Thornton Wilder
The Other Side of the Mountain by E. G. Valens, Warner
The Outsiders by S.E. Hinton, Dell
The Pearl by John Steinbeck, Bantam
The Pigman by Paul Zindel, Bantam
*A Raisin in the Sun by Lorraine Hansberry
Red Badge of Courage by Stephen Crane, Signet
The Red Pony by John Steinbeck, Bantam
*Robinson Crusoe by Daniel Defoe
Roll of Thunder, Hear My Cry by Mildred Taylor, Bantam
Rumble Fish by S. E. Hinton, Dell
Sarah Bishop by Scott O'Dell, Scholastic
*The Scarlet Letter by Nathaniel Hawthorne
A Separate Peace by John Knowles, Bantam
Shane by Jack Schaefer, Bantam
Sing Down the Moon by Scott O'Dell, Dell
Song of the Trees by Mildred Taylor, Bantam
Souder by William Armstrong, Harper
The Specter by Joan Lowery Nixon, Dell
The Slave Dancer by Paula Fox, Laurel-Leaf
The Stalker by Joan Lowery Nixon, Dell
Streams to the River, River to the Sea by O'Dell, Fawcett
Summer of My German Soldier by Brette Green
Tex by S.E. Hinton, Dell
That was Then, This is Now by S.E. Hinton, Dell
This Strange New Feeling by Julius Lester, Scholastic
To Kill a Mockingbird by Harper Lee, Warner
To Be a Slave by Julius Lester, Scholastic
The Time Machine by H.G. Wells
Treasure Island by Robert Lewis Stevenson, Bantam
Uncle Tom's Cabin by Harriet Stowe, Signet
Up A Road Slowly by Irene Hunt, Pacer
Walking up a Rainbow by Theodore Taylor, Dell
Watership Down by Richard Adams, Avon
The Westing Game by Ellen Raskin, Avon
When the Legend Dies by Hal Borland, Bantam
Where the Lilies Bloom by Vera & Bill Cleaver, Signet
Where the Red Fern Grows by Wilson Rawls, Bantam
The Witch of Blackbird Pond by Elizabeth Speare, Yearling
A Wrinkle in Time by Madeleine L'Engle, Dell
The Yearling by Majorie Rawlings, Scribner
Zia by Scott O'Dell, Dell

* Advanced reading selection

Book Choices in the Middle School Curriculum

Year B: 2009-2010

Cycle 1

Animal Farm by George Orwell

Johnny Tremain by Irene Hunt

April Morning by Howard Fast

Red Scarf Girl by Ji Li Lang

Cycle 2

The Crucible by Arthur Miller

1984 by George Orwell

Fahrenheit 451 by Ray Bradbury

Lord of the Flies by William Golding

Cycle 3

The Autobiography of Miss Jane Pittman by Ernest Gaines

The Power of One by Bryce Courtenay

Warriors Don't Cry by Melba Pattillo Beals

Gandi by Louis Fischer

Cycle 4

The Jungle by Upton Sinclair

Lyddie by Katherine Patterson

We Shall Not Be Moved by Joan Dash

The Book Thief by Markus Zusak

Cycle 5

Childhood's End by Arthur C. Clarke

Ender's Game by Orson Scott Card

Flowers for Algernon by Daniel Keyes

I Robot by Isaac Asimov

Chiaravalle Montessori Family-School Commitment Form

Student's Responsibilities

1. To be a contributing member of the class and work to build a peaceful community.
2. To act with integrity, respect, and responsibility.
3. To work hard, use time wisely, and complete each learning cycle.
4. To participate in field studies with positive attitude and vigor.
5. To demonstrate required level of competence in the designated areas of study. If competency is not obtained, it is the student's responsibility to get assistance and retest as necessary
6. To complete daily homework by 9:00 am and have your necessary materials.
7. To prepare and lead your scheduled family conferences and plan your educational goals.
8. To complete a weekly progress report to be signed by a parent if work and return it on Monday.
9. To complete progress report and self-assessment at the end of each cycle.

Teachers' Responsibilities

1. To create an atmosphere for learning to occur.
2. To facilitate the students in their learning.
3. To offer adolescents opportunities for challenging and meaningful work.
4. To meet with each student regularly to review progress and discuss any concerns.
5. To be available for students who need to finish work.
6. To schedule three family conferences each year and any additional ones as needed.
7. To serve as the liaison with community resources people.

Parents' Responsibilities

1. To provide access to the necessary resources and materials for history, science, and other class projects (i.e. transportation).
2. To attend scheduled family conferences and to participate in establishing the adolescent's educational plan.
3. To support their child in completing work, make-up work, tests, retests, etc.
4. To support the participation in the outdoors education activities.
5. To review the weekly progress report, sign, and have their child return it the following Monday. If there is missing or incomplete work, parents will support their child completing the work on the weekend. To review the summary report at the end of each cycle and contact the teachers if there are concerns.
7. To meet with teacher if student's behavior requires a conference.
8. To facilitate the selection of and provide the transportation for the business internship.
9. To provide a time and place at home conducive to completing homework on a daily basis.
10. To allow their child to experience feedback in learning organizational, decision making, and time management skills.

Student

Parent

Teacher

Parent

Weekly Self-Assessment

Name: _____
Date: _____

Cycle: _____
Week: _____

1) Did you complete all Math homework this week? Yes___ No___
List any missing Math assignments:

2) Did you complete all Literature homework this week? Yes___ No___
List any missing Literature assignments:

3) Did you complete all Vocabulary homework this week? Yes___ No___
List any missing Vocabulary assignments:

4) Did you complete all Grammar work this week? Yes___ No___
List any missing Word Root or Caught' Ya! Or diagramming assignments:

5) Did you complete all Personal World work this week? Yes___ No___
List any missing Personal World assignments:

6) Did you complete all Natural/Social World group and individual work this week? Yes___ No___
List any missing Natural World assignments:

7) What is your plan for completing any missing assignments listed above?

Goal Assessment

8) Do you feel you made any progress this week toward the personal goal(s) that you set for yourself? Why or why not?

9) Do you feel you made any progress this week toward the group-related goal(s) that you set for yourself? Why or why not?

10) Do you feel you made any progress this week toward the academic goal(s) that you set for yourself? Why or why not?

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

Cycle _____ Self-Assessment

Name: _____

Date: _____

1) Did you complete all your homework for this cycle?

Yes _____ No _____

List any missing homework assignments:

What is your plan for completing these assignments?

2) What was your favorite activity this cycle? Please explain why.

3) What was your least favorite activity this cycle? Please explain why.

4) What was the easiest activity for you this cycle? Please explain why.

5) What was the hardest activity for you this cycle? Please explain why.

6) What worked well, what didn't work well, and what would you do differently in your group next cycle?

7) Do you feel that everyone in your group, including yourself, did their fair share of the work?

8) Is there anything you would do differently for the next cycle?

Goal Assessment

9) Do you feel you made any progress toward the personal goal(s) that you set for yourself? Why or why not?

10) Do you feel you made any progress toward the group-related goal(s) that you Set for yourself? Why or why not?

11) Do you feel you made any progress toward the academic goal(s) that you set for yourself? Why or why not?

_____ Student's Signature

_____ Teacher's Signature

_____ Parent's Signature

Final Test Percent: _____

Tardy Notice

Dear Parent(s),

This is to inform you that _____ was tardy for school today, _____. He/she arrived at _____.

Prompt arrival is essential to preserving the important Community Meeting time at the very beginning of each day. This is our opportunity to plan and prioritize our work time for the day ahead and to get focused on learning. Late arrivals are understandable from time to time, but because they cause the student to miss out on the day's planning as well as to disrupt the working environment with their late entry, it is vital to place a high priority on arrival by 8: 30 am.

Tardies are recorded and kept on file. Most high school recommendation forms request information concerning absences and tardies.

Sincerely,

Communication Strategies

One of the adolescent's primary tasks is to develop appropriate relationships with others. In response to this developmental need, the program focuses on the use of communication strategies. The Middle School teachers use the following framework in the classroom. Parents may use this framework to help their adolescents work through social problems.

Acknowledging

Purpose: Express appreciation

How To: Use person's name, focus on behavior

Pitfall: Person does not own unless they acknowledge

Active Listening

Purpose: Empower others to solve own problem, show caring, reflect real message

How To: Paraphrase, attends verbally and nonverbally, listen for word choice, use solution language

Pitfalls: Problem solving for others, judging, avoiding

Solution Language

1. What's different about the times when the problem did not occur?
2. How did you get that to happen?
3. How does your day go differently?
4. Who notices? Who else?
5. How is that different from the way you might have handled it in the past?

I Messages

Purpose: Express your point of view without blaming; take responsibility for your feelings.

How To: When (situation, behavior), I feel _____ because (effect, consequences)

Pitfalls: Using the word "you" in your I message

Goal Setting, Decision Making, Conflict Resolution

Purpose: Come to some resolution

How To: Define, brainstorm, evaluate, choose, implement, and reflect

Pitfalls: Not having everyone participate who is involved

Brainstorming

Purpose: Create as many ideas as possible

How To: Select a recorder, set a time period, record all the ideas that are mentioned build on others ideas, and use the imagination

Pitfalls: Judging ideas

What Should I Bring to Outdoor Ed?

The following is a comprehensive packing list. Most items you will always need, some items are weather dependent. Always be prepared for rain and for unseasonably cold temperatures! Always bring at least two pairs of shoes. Remember, layering is the key to keeping warm. Plan on wearing four layers outside in cold weather (e.g. long underwear, long-sleeved t-shirt, sweater or polar fleece, warm jacket).

- ✓ 1 toilet kit including soap, toothbrush, toothpaste, deodorant, shampoo, brush/comb, hair products (please use travel-size containers whenever possible)
- ✓ sunscreen
- ✓ lip balm
- ✓ insect repellent
- ✓ 1 bathroom towel
- ✓ any medications, if necessary, in their original packaging and labeled with your name
- ✓ completed copy of the Parent/Guardian Consent for Medication Administration, if necessary

- ✓ 1 pair of sneakers comfortable enough for hiking or hiking shoes
- ✓ 1 pair of rain boots that are fully waterproof
- ✓ 1 pair of snow boots
- ✓ 1 warm coat
- ✓ 1 rain poncho/raincoat and rain pants
- ✓ 1 pair of waterproof gloves
- ✓ 1 warm hat
- ✓ 1 hat for protection from the sun and insects

- ✓ sweaters/sweatshirts
- ✓ 1 polar fleece or micro-fiber jacket or pullover
- ✓ t-shirts
- ✓ jeans/pants
- ✓ shorts if weather is warm
- ✓ bed clothes
- ✓ 4 pairs of warm socks (wool or polypropylene)
- ✓ 4 pairs of cotton socks
- ✓ underwear
- ✓ 1 pair of long underwear tops and bottoms

- ✓ several plastic bags for packing wet or dirty items
- ✓ flashlight
- ✓ pencils
- ✓ writing journal

Boys:

- ✓ insulated sleeping bag
- ✓ pillow and pillow case

Girls:

- ✓ insulated sleeping bag or a warm comforter and sheets
- ✓ pillow case
- ✓ your own pillow, if you wish, but they are provided

Optional materials for leisure time:

- ✓ Books or magazines for pleasure reading
- ✓ Puzzle books, crossword puzzles, etc.
- ✓ Materials for craft activities like knitting and crocheting

What Should I Not Bring to Outdoor Ed?

- ✓ IPOD, walkman, or stereo--the purpose is to communicate rather than tune out
- ✓ Anything dealing with technology such as video games
- ✓ Trading cards
- ✓ Soda
- ✓ Cell phones

Teachers will confiscate the items listed above and keep them for the duration of the trip.

Procedures for Administration of Medication

- Send all medication in its original packaging--whether it's a box of cough drops or a prescription bottle. This gives the teachers important information about the proper usage and dosage of the medication.
- Send a copy of the Chiaravalle Parent/Guardian Consent for Medication Administration. On the Parent/Guardian Consent form, please indicate whether you want the child to self-administer the medication or if you want one of the teachers to administer the medication.
- Even if students are self-administering their medication, they should initially give the medication and the form to one of the teachers. This way the teachers can be clear about the student's health needs.

First Parent Communication

Phone _____ Take Home _____ email _____

Name _____

Cycle _____

Date _____

This is the first time this cycle that I acted inappropriately at school. I did the following:

Abused property

Invaded privacy

Used inappropriate language

Consistently disturbed my peers

Consistently interrupted while teacher/peer was presenting

Consistently had inappropriate interaction with peer

Other _____

The situation in which I acted inappropriately was:

I plan to solve the problem by:

Student Signature _____

Parent Signature _____

Second Parent Communication

Phone _____ Take Home _____ email _____

Name _____

Date _____ Cycle _____

This is the first time this cycle that I acted inappropriately at school. I did the following:

Abused property

Invaded privacy

Used inappropriate language

Consistently disturbed my peers

Consistently interrupted while teacher/peer was presenting

Consistently had inappropriate interaction with peer

Other _____

The situation in which I acted inappropriately was:

I plan to solve the problem by:

Student Signature _____

Parent Signature _____

Third Parent Communication

Phone _____ Take Home _____ email _____

Name _____

Date _____ Cycle _____

This is the first time this cycle that I acted inappropriately at school. I did the following:

Abused property

Invaded privacy

Used inappropriate language

Consistently disturbed my peers

Consistently interrupted while teacher/peer was presenting

Consistently had inappropriate interaction with peer

Other _____

The situation in which I acted inappropriately was:

A family conference needs to be scheduled with my teachers during one of the following times:

Student's Signature _____

Parent's Signature _____

Articles attached:

“What is Happening to Me” – Penny HildeBrandt Cichucki Montessori
Life- Issue 2, 2007

Transforming our World... One Adolescent at a Time – Creating a
Curriculum for the middle and high school years. – Betsy Coe
Mthemagazine.com

Inside the Teen Brain- Changes Inside May Explain Turmoil on the
Outside by Shannon Brownlee. USN and WR Special Edition.