



DEARBORN HEIGHTS MONTESSORI CENTER MIDDLE SCHOOL HANDBOOK

Dearborn Heights Montessori Center
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Introduction

It was the best of times, it was the worst of times,
It was the age of wisdom, it was the age of foolishness,
It was the epoch of belief, it was the epoch of incredulity,
It was the season of Light, it was the season of Darkness,
It was the spring of hope, it was the winter of despair,
We had everything before us, we had nothing before us.

Tale of Two Cities

Charles Dickens

Dearborn Heights Montessori Center

MISSION STATEMENT

Dearborn Heights Montessori Center provides a safe, nurturing environment unifying academic challenge with quality opportunities for social, emotional and intellectual growth. This includes a multicultural emphasis that values individuality and attainment of each child's fullest potential. With the Montessori philosophy as our foundation, we guide development of responsibility and respect by cultivating independent thinking, self-awareness, cooperation and inner discipline.

Dearborn Heights Montessori Middle School Program

MISSION

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
- To create a vision for their personal future; thus, to empower early adolescents

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 school structure offers:

A learner-centered environment
A developmentally-responsive curriculum
A teaching team of Montessori teachers with additional adults as resources
Parents-teachers-student partnerships
Multi-aged grouping of 12-15 year olds
Large blocks of uninterrupted learning time
Peer and cross-age teaching

The early 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
Experiencing major developmental changes
A model for younger students
Exceptionally creative
Process vs. product oriented

The curriculum and instruction includes:

Trans-disciplinary themes
Learning-how-to-learn strategies
Personal learning plans fostering independent learning
Mastery, coaching, and exploratory activities
Long-term cooperative learning projects
Sense of community and social interaction with peers
Meaningful and challenging work
Activities for self-expression, self-knowledge, and self-assessment
Activities that value many types of intelligences
Activities to foster interdependence
Activities for learning economic independence
School and community service projects
Activities that allow work on and with the land

The curriculum and instruction includes (continued):

Peer teaching

Leadership opportunities

A dynamic learning environment

The teachers are:

Facilitators for learning

Consultants for the students

Responsible for creating a positive climate for learning

Communicators with parents and community

Role models

Dearborn Heights Montessori Middle School Family-School Commitment

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 mastery of at least 90% in the designated areas of study. If mastery is not obtained, it is the student's responsibility to get assistance.
6. To complete daily homework by 8:15 and have necessary materials.
7. To prepare and lead scheduled family conferences and plan your educational goals.
8. To complete 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 by appointment for students who need to finish work during study hall and the immersion week.
6. To schedule two family conferences each year and any additional ones as needed.
7. To serve as the liaison with community resource people.

Parents' Responsibilities

1. To allow their adolescent to experience feedback in learning organizational, decision-making, and time management skills.
2. To provide access to the necessary resources and materials for history, science, and other class projects such as transportation to the local library.
3. To attend scheduled family conferences and to participate in establishing the student's educational plan.
4. To allow their adolescent to attend Breakfast Club for retest or make-up work.
5. To support participation in the outdoor education activities and class travel activities, and attend scheduled trip meetings.
6. To review the weekly progress report, sign, and return by the following Wednesday. To review the summary report at the end of each cycle and contact the teachers if there are concerns.
7. To support their adolescent to finish make-up work during immersion week; and if not completed during this extra time, to complete in summer school.
8. To meet with teacher if student's behavior requires a conference.
9. To facilitate the selection of and provide the transportation for the business internship.
10. To provide a time and place at home conducive to completing homework on a daily basis.

Academic Work

My vision of the future is no longer of people taking exams, earning a secondary diploma, and proceeding on to university, but of individuals passing from one stage of independence to a higher, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual.”

— Maria Montessori

Courses of Academic Study

Dearborn Heights 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 21st Century.

The curriculum and instruction are designed as a two-year program (I/II). The language, math, second language, physical education, outdoor education, and service learning components are courses of continuous progress. The sciences, social studies, geography, and health are studied by topics or concepts. Since the sequence is different from traditional programs, **parents and students should make a two-year commitment to the program for optimal learning.**

Language I/II

Language arts include the study of vocabulary, literature, grammar and mechanics, and writing. A variety of resources is used with the diagramming, editing, mechanics, and sentence analysis work. Vocabulary is presented across the curriculum and is formally approached by learning the word elements, *the Sadlier-Oxford Vocabulary Workshop*, and the *Classical Roots* series. Literature includes the study of literary elements and the reading of all genres of literature. Students read an anthology and/or a novel each cycle focused on a theme. Literature discussions follow the format of Socratic discussion. Students do a daily literature response in writing. Students complete one work of writing each cycle. Each published writing will be evaluated using a writing rubric. Both peers and teachers will evaluate writing.

Spanish

Students learn to speak, read, and write the Spanish language. The curriculum is designed to develop confidence in students' Spanish skills. Students learn that language is a means to understand and appreciate another culture, and that all languages have structure and sets of rules that are common. Students in Spanish have opportunities to learn about Spanish and Latino history and culture through art, music, and local community experiences. A workbook is used as well as other resources, and students participate in lab activities and homework to give continuous practice. Spanish class is held two times per week, and a grade is given.

Humanities

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 focus is on large questions and looking for patterns in history and its integration with all disciplines. Students do personal and group work, develop creative projects and make presentations.

Humanities I

The humanities curriculum focuses on the **progress** of people and the following topics:

- Forces - Revolutions
- Structures - Governments and US Government
- Power - Civil War and Reconstruction
- Changes - Industrial Revolution
- Balance - War and Peace

Humanities II

The humanities curriculum focuses on the **history** of people and the following topics:

- Connections - Native Americans
- Exploration - Discovery
- Identity - Immigration
- Systems - Economics and Economic Systems
- Interdependence - Ecology and Future Visions

Math

The math texts utilize real life experiences as well as computers and calculators to provide critical thinking and problem solving-skills. Parallel to the textbook work are short courses and lab activities in group problem-solving, mental math, tessellations, compass constructions, and logic. There is also math that is related to the projects. Students must take quizzes for feedback and master comprehensive tests with at least 90% accuracy.

Pre-Algebra and Pre-Geometry

Text: Saxon Publications, *Course 2* and *Course 3*

This course may be on a one- or two-year schedule.

Algebra I

Text: Saxon Publication, *Algebra I*.

Algebra II

Text: Saxon Publication, *Algebra II*.

Physical and Life Science

The physical science curriculum includes the study of:

- Cycle 1 – Forces – Motion and the Four Fundamental Forces (Electromagnetism, Weak Nuclear, Strong Nuclear, and Gravity)
- Cycle 2 – Structures – The Nature of Science, Structure of Matter, and the Periodic Table
- Cycle 3 – Power – Energy, Longitudinal Waves, Latitudinal Waves, and Transverse Waves
- Cycle 4 – Changes – Work and the Six Simple Machines (Wheel and Axle, Pulley, Inclined Plane, Lever, Screw, and Wedge), Generating Electricity
- Cycle 5 – Balance – Chemical Equations and Reactions of Elements (Combustion, Single-Displacement, Double-Displacement, Decomposition, Synthesis), Acids and Bases

The life science curriculum includes the study of:

- Cycle 1 – Connections – Plant and Animal Cells, Organelles, The Ladder of Life, and the 16 Characteristics of all Living Organisms
- Cycle 2 – Exploration – Defining Four Kingdoms (Monerans, Protists, Fungi, and Plants), Viruses
- Cycle 3 – Identity – Genetics and Inheritance, The Father of Genetics and Punnett Squares, The Shape and Structure of Deoxyribosenucleic Acid (DNA)
- Cycle 4 – Systems – The Gifts of the Phylum, The Gifts of the Classes, Vertebrates and Invertebrates
- Cycle 5 – Interdependence – Environmental Awareness, Earth's Natural Resources, Sources of Renewable Energy

Students do individual work and group work within these themes. The focus is on large questions and looking for patterns in science and its integration with all disciplines. Students develop long-term, creative projects and make presentations.

Personal Work I/II

Personal work is the study of issues pertinent to the needs of early adolescents. Dr. Montessori felt that early adolescents have a quest for self-knowledge that in turn helps them develop their identity. As part of the health curriculum, students spend thirty minutes after lunch alone in quiet reflection, and learning to slow down in our hurried society to develop themselves personally. At this time students will work by themselves on guided self-knowledge activities which may include writing in a journal, pursuing independent interests such as knitting or drawing, sleeping, or going outside alone, all of which fulfill Personal Work requirements. Students alternate focusing on *The Heroic Journey* (authors; Anne Bruetsch, JD, et al) and *The 7 Habits of Highly Effective Teens* by Sean Covey. One purpose of the program is to provide information about the transition from childhood to adolescence and the journey to adulthood. Students explore topics such as belonging, friendships, adolescent development, goal-setting, stress management, self-esteem, peer pressure, and balanced living. A student outside must remain visible from inside the Middle School classroom.

Study Skills

The Study Skills curriculum is a unique and integral component of the middle school experience. Students learn time management and organizational skills to better plan for both daily work and long term assignments. They explore a variety of note-taking strategies and determine what works best for their individual learning style. Students learn and discuss test taking strategies, including how to take standardized and high school placement tests. Students learn how to write formal research papers, and discuss the importance of academic integrity. This class meets weekly in a seminar format, and students practice and discuss these skills daily within each of their classes.

Economics

Economics blends the concepts of geography, culture, and peace. Working in small groups, student activities focus on reaching out to the community in a purposeful way in addition to building teamwork. Student-run businesses include middle mart, cycle sales, and hot lunch. Other groups concentrate on marketing, peace & service, and media.

Physical Education I/II

The physical education class includes team sports, individual sports, aerobic activities, and cooperative games. Adolescents work with their classmates to promote team building to achieve a common goal, a necessary trait to be a successful adult. All students are included in all activities. Each student is given multiple opportunities to develop and practice his or her personal skills. Students are introduced to rules and strategies that help with understanding the concepts of each sport. Physical education classes meet twice weekly. The school offers intramural sports based on interest.

Physical education is an important part of a holistic education. Students should come dressed for physical education activities on a daily basis. Students may change into tennis shoes and put on shorts if it can be done quickly. Students will be asked to actively participate in all physical activity in order to receive a credit in physical education. If a student is unable to participate for medical reasons, this will need to be documented by a note from the doctor. When students cannot be actively engaged, they may participate in an alternate activity.

Speech I/II

Speech instruction, which occurs organically through the design of the program, focuses on grace and courtesy, listening skills, note-taking, actively participating in group discussions, articulating ideas, and making formal presentations. Students learn a variety of communication skills such as acknowledging others, “I” messages, active listening, goal setting, and group decision-making. Students also participate in activities developed from Gardner’s seven intelligences in *Frames of Mind*, Covey’s *Seven Habits of Highly Effective Teens*, and other thinking skills. They are able to practice these communication skills daily by working in community meetings, class committees, small group cooperative projects, and peer and cross-age teaching activities. Students give presentations with a group each cycle.

Career Education/Service Learning

In early spring, seventh grade students spend one week as an assistant in a Montessori classroom or office, and eighth grade students spend the week working in a business of the local community. For both experiences, students prepare a business letter stating their goals and verifying arrangements, and prepare resumes. The supervising teachers or adults complete evaluation forms.

Spring community services involve community outreach. Students do other spontaneous service based on need and interest.

Cycles of Work

Each year there are six cycles of work followed by an immersion week. Each cycle is five weeks long.

Year A

Cycle 1 – Connections

Cycle 2 – Exploration

Cycle 3 – Identity

Cycle 4 – Systems

Cycle 5 – Interdependence

Cycle 6 – Application

Year B

Cycle 1 – Forces

Cycle 2 – Structures

Cycle 3 – Power

Cycle 4 – Changes

Cycle 5 – Balance

Cycle 6 – Application

By the end of each cycle students complete an individual project, group presentation, and written and self-assessment of the thematic cycle work.

The cycle format is designed to help students learn organizational, decision-making, and time management skills. A weekly cycle report, showing work completed, is sent home to parents at the end of each week. If an appropriate amount of work has not been completed (usually 20%) each week, students have the opportunity to catch up. If students are not at goal each week, they are expected to catch up on their own on the weekend with parental support. If students do not complete their work by the end of the cycle, they continue to work during the immersion week. *Completed work will be submitted to teachers in its entirety by appointment during immersion week.* If the work is still not complete, then an incomplete will be given and students will make up the cycle work in summer school. At the end of the cycle a report card is issued and mailed home to parents.

See Completion of Work Policy pg. 57

In order to help students complete work there will be study time Monday through Friday in the Middle School from 7:30 to 8:15 a.m., and in latchkey Monday through Thursday from 4 to 5 p.m.

Classroom Work

The school day is divided into two kinds of work: individual and group. Individual work is designed to make a match between the skills, abilities, and interests of each student. There are a variety of work choices in every academic area to be done alone or in small self-chosen groups.

Group work is done in randomly chosen groups where students learn to work together for five weeks. These groups work collaboratively on activities such as academic tasks in the thematic units that integrate all subject areas. The thematic unit is assessed by individual written tests, group presentation and project, and self-assessment of the group process.

As in the Montessori elementary program, lessons are individually structured to keep pace with the students' developing skills and interests.

Students are expected to keep up with class work in a timely manner. If a student repeatedly misuses class time or interferes with the work of his/her classmates, then a conference is held. Students are expected to effectively manage their time in the classroom. Curriculum is designed to create a student who is both independent and productive. If necessary, students can seek extra help during Breakfast Club or individual work time.

See Completion of Work Policy pg. 57

Homework

Homework consists of taking home and bringing back binders and all necessary materials, math problems, literature, vocabulary, second language, and self-assigned work.

The math work involves a math lesson and practice problems. If the students need help on any problems, they are to indicate the problem numbers and ask for assistance the next day. After every four or five lessons, students take a quiz, and there are cumulative tests periodically throughout the book. Math homework should take approximately 30 minutes per day. Students should read at least 45 minutes each night and respond in writing to the reading. There is a 15-minute vocabulary lesson each day.

End-of-Week Reports go home each Monday during the cycle indicating weekly progress. Work completed, average scores, and quiz and test scores are indicated for the family to review. This document is signed and returned to the middle school weekly to complete the communication cycle.

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, Internet, or telephone. Student's homework assignments are given out at the beginning of each cycle. Thus, students know their assignments in advance so they can learn to plan ahead and avoid

conflicts or late night studying. If a student is repeatedly unprepared, a conference is held and an action plan is initiated. The action plan may require the student to be sent home to complete outstanding assignments.

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 just accepting a low grade and never really learning the information. The teacher's job is to break down the learning steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information.

The advantages of mastery learning, according to research, are 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 is to offer information, provide learning strategies and activities, provide a variety of assessments, and reteach and retest if necessary.

Coaching

Coaching is a process that has been articulated by Mortimer Adler and TheodoreSizer. It is designed for those areas in which continued improvement and refinement of reading, writing, thinking, and creating skills are the goal. The areas in which coaching is an emphasis are homework, writings, presentations, literature work, computer, and the projects and activities in all content areas. The procedure is the following: information, student product, teacher and/or peer feedback, and revision.

Assessment Criteria

Students and teachers together assess students' work. The acronym ACCEPT is used as a reference. The criteria are accuracy, clarity, completeness, engagement, presentation, and thought.

Accuracy means that the information is correct.

Clarity means that the written material is correct and that the student is able to explain the information in a clear way.

Completeness means that the subject has been covered adequately.

Engagement means the student has become involved with the learning and made it meaningful to him/herself.

Presentation means that the work is presented in an attractive way that shows care and value to the work. Torn out spiral pages, doodles on pages, illegible handwriting, poor capitalization, spelling and punctuation are not acceptable.

Thought means that the student has done some critical or creative thinking in the work.

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 will take a survey of where they are on the continuum of each of the seven intelligences as identified by Howard Gardner in his book, *Frames of Mind*. The seven intelligences are:

Verbal/linguistic
Visual/spatial

Logical/mathematical
Bodily/kinesthetic
Musical/rhythmic

Interpersonal
Intrapersonal

Students are asked to design their work to include each of the intelligences and reflect upon their growth in each area.

Drug and Sexuality Education (Health Risks for Adolescents/HRA)

Drug and sexuality education is an integral part of the middle school program. The significant factors in helping students make good choices for themselves are decision-making strategies, goal-setting and planning, constructive ways of having fun, safe risk-taking opportunities, stress management, good peer relations, self-confidence, taking responsibility for one's own behavior, respect for others, and learning to defer immediate desires. These elements are on-going skills and activities in the classroom. In addition, the health curriculum focuses on information in sexuality and drug education with follow-up activities.

Middle school students also participate in the Baby Think It Over® Program, a ten pound lifelike simulator. The high-tech newborn, equipped with a microprocessor, cries randomly throughout the day or night and is quieted only when "cared for." This is accomplished through a sensor worn by the "parent" and recognized by the simulator. Care sessions may last up to 30 minutes, not to exceed 120 minutes in any 24-hour period. Eighth graders receive the baby simulator for up to a 72-hour period and experience the joys and responsibilities of being a care-giver.

Dearborn Heights Montessori Middle School is a drug-free environment, and students who use alcohol, tobacco, or other chemical substances during or after school hours are subject to action by the school. Parents are expected to monitor students' activities so that students are in safe and healthy places where they are not exposed to abuse of chemical substances. Health Risks for Adolescents is a program presented several times per year in a seminar setting covering topics important for adolescents. These include substance abuse, reproductive health, appropriate social behaviors for teens, and a CPR class. *Parents are asked to sign a permission slip before students attend these presentations.*

Breakfast Club

Breakfast Club is offered from 7:30 a.m. to 8:15 a.m. Monday through Friday to help students quietly complete homework, or to retake quizzes and tests. All retests must be done during this time by appointment, and not during class hours.

Standardized Achievement Testing

During the spring students take the Iowa Basic Skills Test. The focus is the continual academic growth of each student. Results aid families, students, and teachers in preparing educational goals for the future.

Family/School Partnership

But what if

Dare I tell you who I really am?

You think you know everything about me.

I don't think I know myself anymore.

Everyone I know thinks they know me,

But what would happen if I told?

But does it even matter?

It hurts to be a closed book.

Family Conferences

A family conference is held before school starts in August for students to develop their education plan for the year. The teachers will advise parents and student of the grade level requirements. The teachers' and parents' role is to guide the student in setting realistic goals, and then supporting the student to meet his/her commitments. At the conference students develop a cycle goal. Students are made aware of their personal learning style through a series of inventories. With this information, students learn how to be more efficient learners and are guided in implementing this knowledge into their personal learning plan.

Family conferences are held after Cycle Three. Students, parents, or the teachers may request additional conferences throughout the year.

Communications Between Family and School

When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issues with the student. If the teacher feels it necessary for the parent to have specific information, a Behavior Note will be sent home with the student after the discussion and is to be returned to the Middle School signed by the parent to complete the communication cycle. At that time, a meeting may be set if necessary.

End-of-Week Reports go home each Monday during the cycle indicating weekly progress. Work completed, average scores, and quiz and test scores are indicated for the family to review. This document is signed and returned to the Middle School weekly to complete the communication cycle.

The purpose of these procedures is to encourage the student to communicate with his or her parents.

Reference hierarchy page 58

Classroom Procedures

Listen

As I listen to the silence it makes me
Wonder.
Who I really am.
And why I'm really here.
I just have to listen
And hope I hear what I want to hear.

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. Those inappropriate behaviors inside the boundaries still allow the classroom to be a safe environment. Students are asked to reflect on possible alternative solutions for a recurring difficulty. If the problem continues, a conference is held with parents and a behavior management plan is developed.

Verbal and/or physical abuse is “out of bounds”. Since the classroom is no longer safe for others, immediate action is taken. *The DHMC Discipline Policy is the document used to define unacceptable behavior and consequences. Refer to it on page 59 of this handbook.*

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 is trust and honesty. Learning to trust oneself, peers, and adults is the first step in establishing a community of learners. 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. Everyone in the environment needs to experience affirmation. 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 may use them.

There are two kinds of responsibility. Both are important in establishing a classroom community.

Responsibility One is taking responsibility for one’s own needs in the learning environment such as learning time management, getting homework completed on time, focus, physical organization, and problem solving.

Responsibility Two 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.

Communication Strategies

One of the early adolescent's psychosocial tasks is to develop 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. Students learn about appropriate timing by asking a series of questions in order to reach the appropriate communication strategy. This framework is based on the American Montessori Society adolescent training model. This framework may be useful for parents in helping their adolescents work through their social dilemmas.

See page 49 of this handbook for additional information.

Environment and Procedures

Students and staff restore order in the classroom each morning and at the end of the day. Each person has a specific task to perform. When the morning work is done, Community Meeting begins. Leadership includes leading the daily class meetings, greeting guests, monitoring whole group behavior, guiding transition times, and preparing the visual/audio-material. Leadership responsibilities are performed by alternating groups.

Dress Guidelines

Student dress should allow students to participate comfortably in the many physical and outdoor activities. Clothing should cover the body adequately in order not to create a distraction from work. Shirts should be plain or have appropriate words, logos or messages. *Students who come to school inappropriately dressed will need to call their parents and request that a change of clothing be brought to them, or will be asked to wear a school-supplied shirt over clothing.*

Cell Phones

Cell phones are not needed in the school. There are situations wherein a student may need a cell phone for an after-school event off-campus. If a cell phone is brought to school for any purpose, it is to be given to a classroom staff member until the student is ready to leave the building at the end of the day. An ample number of telephones are available throughout the school. The middle school has its own telephone.

For further technology-related questions or concerns, please refer to the DHMC Internet Policy on page 56.

Snacks

Research and experience indicate that early adolescents benefit by having periodic snacks to meet the needs of their growing bodies. Students may bring raw fruit or vegetables from home for snacking during the day. Research also shows that drinking water increases the ability to study. Students are encouraged to drink 2 quarts of water a day and may have water bottles with flip tops or sport tops in class all day.

Lunches

Students may bring their lunch from home or order Hot Lunches. Students may not bring candy or carbonated beverages to school.

Absences and Tardies

Attendance is kept and is on file at all times. Students are expected to be in class by 8:30 a.m. every day. 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. Such meetings must take place during Breakfast Club and by appointment only. Short absences should be made up within a week and longer absences handled by the end of the cycle. A significant component of the curriculum is group work and it is very challenging to make up. End-of-Week reports and cycle report cards reflect cumulative totals as well. Absences and tardies become a part of a student's permanent record and are submitted to subsequent schools.

Service Learning

Service learning goes beyond community service. It is a method by which young people learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. The young people participate in the planning and decision-making. It is integrated into the academic curriculum and includes time for thinking, talking, or writing about their experiences. It provides opportunities to use newly acquired academic skills and knowledge in real life situations in their community. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others. The Montessori philosophy links economics, service, and peace.

Adolescents are going through immense physical and emotional changes. They are struggling with their sense of identity. They need opportunities for the exploration of self, their emerging interests, and the immediate, wider world around them. Service learning provides projects where students:

- have meaningful contact with adults
- develop a sense of responsibility
- see that their participation makes a clear difference and they feel valued and gain self-confidence
- develop decision making skills dealing with real problems
- deal with the consequences of their decisions
- see the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom
- experience a variety of roles
- cooperate with others to realize a goal and see the concrete outcome of their effort
- develop the ability to interact and work with people different from themselves
- prepare to become contributing citizens by learning habits and skills of active citizenship that foster an ethic of service
- become aware of community needs
- gain a sense of belonging and community membership
- develop empathy and a sense of caring

In summary, community service has great potential for both young people and society now and in the future.

Dearborn Heights Montessori Middle School students participate in the following service learning programs each year:

- Seventh and eighth grade students will choose a community service project to participate in during the school year.

- Seventh grade students spend one week in early spring working in a Montessori classroom or office. The Middle School staff makes all of the arrangements for school internships.
- Eighth grade students spend one week in early spring working in a community business. Parents are requested to help their eighth grade adolescent find an appropriate business internship site and provide the necessary transportation. After parent and/or student makes initial contact with a business, the teacher and students follow up with school correspondence.
- Other community service projects are initiated by students and carried out throughout the year.

Sample Forms

EACH MIDDLE SCHOOL STUDENT MAKES A COMMITMENT TO THE FOLLOWING:

1. To work at building community. This means that each student is important to every other student and adult and strives to be open, caring, and supportive in relationships. Close friends are valued, yet students should be sensitive to the possibility of isolating and excluding others in their community.
2. To be guided in his or her dealings with others by the principle of humanity, which is respect for all living things.
3. To use sufficient and effective time in preparation for the work of each day.
4. To actively participate in all activities of the classroom, field trips, outreach programs, etc. if qualified.
5. To be ambassadors of peace and conciliation in school settings.
6. To abide by the rules and regulations of Dearborn Heights Montessori Middle School.

STUDENT SIGNATURE DATE

PARENT'S SIGNATURE DATE

PARENT'S SIGNATURE DATE

STAFF SIGNATURE DATE

Dearborn Heights Montessori Middle School

Student Self – Assessment

Cycle 1 – _____

Student Name: _____

Date: _____

Please rate your progress during the cycle using the following scale:

E = Excellent

P = Steady Progress

I = Needs Improvement

N/A = Not applicable

Academic Areas:

Vocabulary Workshop Book C – Units 1 – 3 _____

Sentence Analysis/Diagramming _____

Editing _____

Literature:

Anthology – _____

Novel – _____

Writer’s Workshop _____

Grammar, Usage, and Mechanics _____

Math Level – _____

Spanish Level – _____

Humanities _____

Science _____

Personal Work _____

Study Skills _____

Portfolio – 7th Grade _____

Graduation Requirements – 8th Grade _____

Elective _____

Economics _____

Physical Education _____

Personal Responsibility (I)

Homework Done on Time _____

Physical Organization _____

Contribution to Community _____

Time Management _____

Quality of Work _____

Test Taking Skills _____

Problem Solving _____

Personal Responsibility (II)

Leadership _____

Cooperation with Others _____

Contribution to Group Work _____

Self – Control _____

Listening Skills _____

Teaching Others _____

Assertive Communication _____

Grace and Courtesy _____

Comment(s):

Student Signature: _____

Date: _____

Staff Signature: _____

Date: _____

Staff Signature: _____

Date: _____

Staff Signature: _____

Date: _____

Dearborn Heights Montessori Middle School

August Family Conference Form Parents' Preparation

Student's name _____

Date _____

Since the developmental needs of the adolescent are changing, the middle school program is designed differently from the elementary classes and has new levels of expectations. In order for the staff to serve your family better, please complete the attached survey and indicate your adolescent's level in each of the academic and self-management areas. When you have completed the survey, then proceed with the following questions:

1. What are the two most important goals that you would like your adolescent to work on this semester or year?

2. Are there any questions you have regarding the Middle School class after reading the handbook?

3. Are there any other areas that you would like to discuss at the conference?

4. How can the school assist in empowering you in your parenting role?

A parenting class _____yes _____no _____undecided

A parent support group _____yes _____no _____undecided

Information on Montessori
theory and classroom practices _____yes _____no _____undecided

Provide resources for (topics) _____

Dearborn Heights Montessori Middle School
466 N. John Daly
Dearborn Heights, MI. 48127

Survey of Academic and Self-Management Skills

This form is for the purpose of setting goals and opening discussion. It is to be completed by student and parents together. Please bring this completed form to your August conference.

Key:

- 1 – Very confident, strong
- 2 – Confident, competent
- 3 – Less confident, weak
- 4 – Unknown

Academic Areas:

- | | | | |
|--|---|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Math Basic Concepts | <input type="checkbox"/> History | <input type="checkbox"/> Music |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Geography | <input type="checkbox"/> Art |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Math Computation | <input type="checkbox"/> Science | <input type="checkbox"/> Phys. Ed. |
| <input type="checkbox"/> Literature | <input type="checkbox"/> Geometry | <input type="checkbox"/> Technology | <input type="checkbox"/> Health |
| <input type="checkbox"/> Foreign Lang. | | | |

Work Ethic:

Organizational Planning, Managing Activities, and Time Management

- Remembers to take home and bring back materials daily
- Completes daily homework
- Records and plans work
- Paces work to catch up when absent
- Honors due dates of long term projects
- Arrives in class on time in the morning and at scheduled lessons during the day
- Organizes personal materials and returns community materials to appropriate place
- Is aware of personal boundaries and uses appropriate amount of classroom space

Independence, Motivation, and Responsibility

- Predicts consequences of activity and behavior and takes responsibility for actions
- Initiates work and follows instructions during group and individual work time
- Finds and uses available resources
- Seeks help and/or clarification when necessary
- Is honest in reporting work
- Checks work accurately
- Honors commitments and agreements
- Chooses appropriate place to work based on task, learning styles, and individual needs
- Chooses challenging work
- Prepares for written and performance assessments
- Reviews tests and seeks help if 90% mastery is not achieved
- Shares information with parents, including binder and specific assignments
- Communicates upcoming school events and activities with parents

Self-Regulation:

Managing Impulses

- Acts appropriately during transition times
- Behaves appropriately at off campus school functions
- Responds to adult requests
- Uses appropriate language and responds to adults and peers
- Manages frustration without verbal and/or physical abuse to self or others
- Respects property of self and others when disappointed
- Handles feedback without excessive anger
- Waits until called upon to speak in group discussions
- Allows others in group to share without interrupting

Attention Regulation:

Focus

- Stays on task with self-chosen and required work assignments
- Concentrates on tasks without distracting self or others
- Chooses areas to work with a minimum of distractions (TV, radio)
- Participates in teacher-directed lesson with note taking

Social Skills:

Behavior

- Is inclusive in classroom activities
- Is aware of other people's needs and responses
- Is an active listener
- Actively participates in group work and discussions
- Takes on leadership responsibilities when appropriate
- Follows when appropriate
- Practices kindness and generosity
- Shows grace and courtesy towards others
- Understands social boundaries
- Dresses appropriately for school activities

Dearborn Heights Montessori Middle School
Conference Report - Student Self-Assessment: Checklist

Name _____ Date _____

Academic Areas

Vocabulary _____
 Grammar _____
 Literature _____
 Writing _____
 Speech _____
 Mathematics _____
 Health _____
 Life Sciences _____
 Social Sciences _____
 Physical Ed _____
 Outdoor Ed _____
 Computer _____

Group Responsibility

Leadership _____
 Working Cooperatively _____
 Group Participation _____
 Self-Control in Groups _____
 Listening _____
 Teaching Others _____
 Assertive Communication _____
 Kind, Gracious to Others _____

Personal Responsibility

Homework done on time _____
 Physical Organization _____
 Concentration and Focus _____
 Time Management _____
 Test-Taking Skills _____
 Problem Solving _____

Checklist Key

E - Excellent **P** - Steady Progress **I** - Needs Improvement
A - Advanced Level Work **B** - Basic Level Work **M** - Modified level work

Student Assessment: Summary

Growth and Achievement:

Challenge and Needs:

Comments:

 STUDENT TEACHER TEACHER TEACHER

PARENT _____ PARENT _____

Dearborn Heights Montessori Middle School
Conference Report - Teacher Assessment: Checklist

Name _____ Date _____

Academic Areas

Vocabulary _____
 Grammar _____
 Literature _____
 Writing _____
 Speech _____
 Mathematics _____
 Health _____
 Life Sciences _____
 Social Sciences _____
 Physical Ed _____
 Outdoor Ed _____
 Computer _____

Group Responsibility

Leadership _____
 Working Cooperatively _____
 Group Participation _____
 Self-Control in Groups _____
 Listening _____
 Teaching Others _____
 Assertive Communication _____
 Kind, Gracious to Others _____

Personal Responsibility

Homework done on time _____
 Physical Organization _____
 Concentration and Focus _____
 Time Management _____
 Test taking skills _____
 Problem Solving _____

Checklist Key

E - Excellent **P** - Steady Progress **I** - Needs Improvement
A - Advanced Level Work **B** - Basic Level Work **M** - Modified level work

Teacher Assessment: Summary

Growth and Achievement:

Challenge and Needs:

Comments:

 STUDENT TEACHER TEACHER TEACHER

PARENT _____ PARENT _____

Dearborn Heights Montessori Middle School						Humanities:					Key:				
Student Name:						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Language:						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Vocabulary Workshop						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Classical Roots						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Sentence Analysis						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Editing						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Literature (Anthology)						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Literature (Novel)						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Writing Workshop						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Math:						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Level:						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Lessons Completed:						Cycle:					1 = Almost Never 2 = Seldom 3 = Sometimes				
Personal Project						1					4 = Usually 5 = Almost Always				
Group Work Score						1					4 = Usually 5 = Almost Always				
Vocabulary Quiz						1					4 = Usually 5 = Almost Always				
Cycle Test						1					4 = Usually 5 = Almost Always				
Science:						1					4 = Usually 5 = Almost Always				
Personal Project						1					4 = Usually 5 = Almost Always				
Group Work Score						1					4 = Usually 5 = Almost Always				
Vocabulary Quiz						1					4 = Usually 5 = Almost Always				
Cycle Test						1					4 = Usually 5 = Almost Always				
Spanish:						1A					4 = Usually 5 = Almost Always				
Group						1A					4 = Usually 5 = Almost Always				
Cycle:						1					4 = Usually 5 = Almost Always				
% Completed						1					4 = Usually 5 = Almost Always				
Average						1					4 = Usually 5 = Almost Always				
Test(s)/Average						1					4 = Usually 5 = Almost Always				
Economics:						1					4 = Usually 5 = Almost Always				
% Completed						1					4 = Usually 5 = Almost Always				
Average						1					4 = Usually 5 = Almost Always				
% Completed						1					4 = Usually 5 = Almost Always				
Average						1					4 = Usually 5 = Almost Always				
Grad.						1					4 = Usually 5 = Almost Always				
Req:						1					4 = Usually 5 = Almost Always				
Personal						1					4 = Usually 5 = Almost Always				
Work:						1					4 = Usually 5 = Almost Always				
Study						1					4 = Usually 5 = Almost Always				
Skills:						1					4 = Usually 5 = Almost Always				
Phys. Ed:						1					4 = Usually 5 = Almost Always				
Portfolio:						1					4 = Usually 5 = Almost Always				
Elective						1					4 = Usually 5 = Almost Always				
Average						1					4 = Usually 5 = Almost Always				
Elective Session 1 & Session 2						1					4 = Usually 5 = Almost Always				
Cycle:						1					4 = Usually 5 = Almost Always				
Community Meeting %						1					4 = Usually 5 = Almost Always				
Community Service Points						1					4 = Usually 5 = Almost Always				
Days Absent						1					4 = Usually 5 = Almost Always				
Days Tardy						1					4 = Usually 5 = Almost Always				

Dearborn Heights Montessori Center Middle School Purpose of Internships

Dear Parents,

Following is a list of the **goals** of the internship program:

- Meaningful contact with adults
- Further develop a sense of responsibility
- Developing a sense of value for their accomplishments in a place outside of school
- Gaining self-confidence as a young adult
- Use problem-solving skills in a practical setting
- Experience different roles in a place of work
- Developing a sense of community needs
- Gaining a sense of belonging
- Fostering an ethic of service in the community
- Extending the boundaries of their world via a different setting

Seventh grade students spend one week in a Montessori classroom. Eighth grade students will spend one week in the community working at a place of business (office, charity, school...). We ask that you adhere to the following **guidelines**:

- Students must work with someone other than their parents.
- Students should not be compensated for their work.
- Ride arrangements to and from work need to be made by the student's family.
- Thirty (30) hours of work needs to be completed during the week.

Please review these goals with your son or daughter prior to the beginning of internship week to help guide them toward a successful experience. We look forward to hearing good news regarding this special and unique opportunity.

Sincerely,

Dearborn Heights Montessori Middle School Staff

Name: _____
Date: _____

Student Internship Report Cycle III – Immersion Week

Dear Student,

An important part of your internship experience will be reflecting on the time spent at your place of work. Please respond thoughtfully to the following questions. This will constitute the written portion of your internship experience and may be typed using size 12 font. Each response should be a minimum of one well-written paragraph (4 – 5 sentences.)

- Describe the level of respect demonstrated in the workplace. This may have been shown between child and teacher, child to child, adult to adult, adult to you, or you to adult.
- Identify a situation where you observed an individual, or individuals, honoring their work. Did they arrive on time, were they prepared, did they show great care for their work?
- How did individuals know 'What to do'? Were they prepared to begin the day? What was the tone in the classroom or place of business?
- Describe your level of fatigue during the course of the week. Did you discover that you were more tired or less tired? How did this affect your mood?
- Identify a problem or set of problems your supervisor faces on a daily basis. What are some ways you observed them trying to solve this problem?
- 7th Graders – Identify a problem the children face on a daily basis. How did they try to solve this problem?
- 8th Graders – Identify a problem faced by the employees on a daily basis. How did they try to solve this problem?

Dearborn Heights Montessori Middle School Internship Evaluation Sheet

Student _____ Dates of Employment _____

- The intern arrived on time:
always most days some days
- The intern performed tasks according to instruction:
always most days some days
- The intern completed work in a timely fashion:
always most days some days
- The intern showed initiative:
always most days some days

General statement about the intern:

Supervisor

Date

Company

Dearborn Heights Montessori Middle School Internship Log

Name _____ Date _____

Arrival Time _____ Leave Time _____

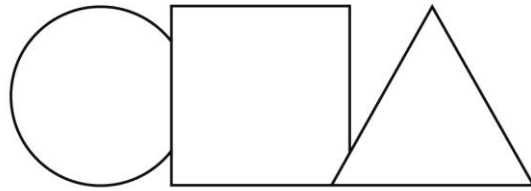
TASK

COMPLETED

Reminders for tomorrow:

My impressions:

My comments:



DEARBORN HEIGHTS MONTESSORI CENTER

A school that inspires

466 N. John Daly
Dearborn Heights, MI 48127-3703
Telephone: (313) 359-3000
Fax: (313) 359-3003

Dear Community Member:

The seventh and eighth graders at Dearborn Heights Montessori Middle School spend one week each year working in various classroom settings and the business community. According to the research, community outreach fulfills many of the developmental needs of adolescents. The three main goals for the students are the following:

To internalize knowledge

When students take information they know and apply it in a new situation, learning becomes meaningful and purposeful. This task of putting what you know into a different perspective is also one of the best ways to stimulate formal operational thinking and foster growth in critical thinking and problem solving.

To refine communication skills

Learning to choose the appropriate behavior and language according to the situation comes with a wide variety of experiences. Your setting provides a different situation to reflect upon.

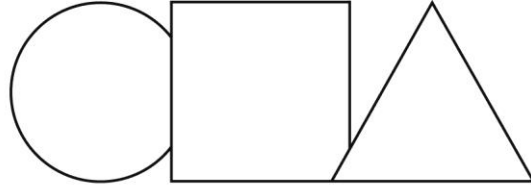
To enhance self-esteem

Opportunities to contribute to society encourage students to give as well as receive from the community. This experience allows them to realize that they have many talents and skills to share with others.

The students will be sending a letter with a resume telling of their goals. These goals should be reviewed with the student so that clear expectations can be articulated. The students should be responsible for activities you feel are suitable for your setting and the student. The student is not to receive any payment.

At the end of the week, please complete and return the accompanying feedback form. If you have any questions before, during, or after the student's service, please be sure to call us at the school (313-359-6943). Thank you for giving the students this wonderful opportunity to grow and mature.

Sincerely,
Dearborn Heights Montessori Middle School Staff



DEARBORN HEIGHTS MONTESSORI CENTER
A school that inspires

466 N. John Daly
Dearborn Heights, MI 48127-3703
Telephone: (313) 359-3000
Fax: (313) 359-3003

Dear Community Member:

Dearborn Heights Montessori Middle School thanks you for participating in our Internship Program. We know that you will find the adolescent student very helpful to your work. Adolescents are eager to work, develop meaningful relationships with responsible adults, and learn about an ever-widening community.

Please take a moment to give orientation and instruction to your intern. This will set boundaries for him/her and define occupation. Also, please complete the attached evaluation form before the end of the week. This will appear in the intern's portfolio. If you wish, a letter of recommendation for the intern's next employer is very helpful.

We hope that you find this to be a pleasant experience. If there are questions, please contact us at (313) 359-6943. And, thank you again for contributing to the education of a young person.

Dearborn Heights Montessori Middle School Staff

Appendices

BEHAVIORS AND CONSEQUENCES

INAPPROPRIATE BEHAVIORS WHICH STILL ALLOW OTHERS TO BE SAFE

Interrupted while teacher /peer was presenting
Had inappropriate interaction with peer during school hours
Invaded privacy
Used inappropriate language
Abused property
Disturbed peers
Homework not done by 8:15 AM or supplies not at school

1st time in a cycle - Student gets the Notification signed by Parents
2nd time in a cycle - Student gets the Notification signed by Parents
3rd time in a cycle - Student, Teachers and Parents meet in a conference and come up with an action plan.

Work not completed weekly and at end of cycle with mastery of information

Consequences: Complete during study hall on Friday and during immersion week.
After immersion week, receive an incomplete and make-up work in summer school.
See Completion of Work Policy, page 54 of the Handbook, for more information.

INAPPROPRIATE BEHAVIORS THAT MAKE THE CLASSROOM UNSAFE

Behavior: Physically striking others.
Verbal abuse directed toward an individual.
Destroying any materials/property.
Constantly being redirected by adults and/or peers.

Consequences

First Offense: Removal from class that day and the next day.
Conference with parents before reentry to classroom.

Second Offense: Removal from class that day and the next two days.
Conference with parents before reentry to classroom.

Third Offense: Removal from class that day and the next three days.
Conference with parents before reentry to classroom.

Fourth Offense: Removal from class that day and suspended from school.
Conference with parents and school administrator before reentry to school.

Communication Strategies

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, attend verbally & 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
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, use the imagination
Pitfalls: Judging ideas

DEARBORN HEIGHTS MONTESSORI CENTER

Dear Parents,

Each year, the DHMC Discipline Policy is distributed to our families. Please review it with your child. The attached copy is for your records.

In order to be sure that you have received it, we ask that you and your child sign and date this page where indicated, and return it to your child's teacher at the August Conference.

Thank you,

Kay Neff
Head of School

Student's Name _____

I have received a copy of the Dearborn Heights Montessori Center Discipline Policy. I have read the policy, and understand and accept the conditions stated therein.

Date _____

Student's signature

Signature of parent or guardian

Signature of parent or guardian

STATEMENT OF PURPOSE FOR THE DISCIPLINE POLICY

For a child in any level of a Montessori school (toddler, preschool, elementary, or adolescent) to achieve an optimal educational experience, he or she must show respect for self, others, and the environment. Similar expectations for adults support the viewpoint that parents are role models for children.

If a child's or adult's observed behavior is not consistent with the above, action will be taken to institute appropriate consequences, as stated in the discipline policy of Dearborn Heights Montessori Center.

DEARBORN HEIGHTS MONTESSORI CENTER CHILD DISCIPLINE POLICY

The positive model of discipline within a Montessori setting is self-discipline, where concentration, focus, and independent learning happen without contention or interruption. Children and adults are respected. Misbehavior is handled with the following assumptions:

Discipline means "guidance," not punishment. Our aim is to help children grow into responsible, self-directed people, respectful of themselves, others, and property.

Discipline is the responsibility of all. All children are the responsibility of all teachers and staff. All adults in the school, including parents and other volunteers, serve as role models for the children, and should be examples of appropriate behavior.

Discipline is based on classroom and school groundrules. It should be firm, fair, consistent, and caring. The actions of a child are criticized, not the personality. Correction needs to be prompt, personal, and understood by the child. Attempts should be made to have the child express feelings so he or she may define them.

All children have the right to Due Process, i.e. the right to hear charges against them, the right to hear evidence and submit evidence of their own, and the right to respond and defend themselves.

The discipline standards set forth by Michigan Department of Human Services Child Care Licensing Rule R400.8140 are binding by law on the latchkey and 3-6 portions of the program. They are considered binding by administrative directive on elementary and middle school.

R400.8140 (Rule 140)

1. Positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation shall be used.

2. All of the following means of punishment shall be prohibited:
 - a. Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
 - b. Restricting a child's movement by binding or tying him or her.
 - c. Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
 - d. Depriving a child of meals, snacks, rest, or necessary toilet use.
 - e. Excluding a child from outdoor play or other gross motor activities.
 - f. Excluding a child from daily learning experiences.
 - g. Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.
3. Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by subrule (2) of this rule.
4. A policy shall be developed and implemented regarding the discipline of children. The policy shall be all of the following:
 - a. In written form.
 - b. Age appropriate.
 - c. Provided to staff and parents.

DEFINITIONS

Behavior difficulties fall into two general categories:

1. Misbehavior or general disruption that interferes with the orderly process of education in the classroom or other areas. This may include, but is not limited to, failure to complete work, and any difficulties during lunch, day care, latchkey, special classes, or field trips.
2. Extreme misbehavior with immediate consequences. This may include, but is not limited to, destructive behavior of a verbal or physical nature, possession or use of an illegal substance, possession or plan for use of a weapon. Parents will be contacted immediately.

DISCIPLINE SEQUENCE

I. TEACHER-CHILD INTERACTION

- A. Establishment of groundrules
- B. Discussion of appropriate responses
- C. Redirection, verbal or physical
- D. Verbal correction
- E. Consequences including, but not limited to:
 - 1. words or letter of apology
 - 2. repair of damage
 - 3. homework
 - 4. denial of privilege
 - 5. removal of activity from child
 - 6. removal of child from activity
 - 7. removal from class
 - 8. removal from school

II. MEASURES INVOLVING THE PARENTS

INCIDENT REPORT MAY BE GENERATED (signed by staff, administrator, and parents)

B. TEACHER-PARENT CONTACT (INFORMAL)

- 1. Purpose is to exchange information about the child.
- 2. Contact may be in person, by telephone, or by note.
- 3. Conference report may be sent home to be signed and returned.
- 4. Follow up: Are there satisfactory changes in behavior?

C. TEACHER-PARENT CONFERENCE (MORE FORMAL)

- 1. Administrator is notified that formal conference is to take place.
- 2. Review the situation with parents.
- 3. Enlist parent cooperation. Establish a plan of action involving home and school environments, with mutually accepted dates of review.
- 4. Follow up.

D. FORMAL CONFERENCE WITH ADMINISTRATOR, TEACHER(S), AND PARENT(S)

1. Review the previously established plan.
2. Form a final plan that may include an outside referral.
3. Follow up to determine the status of the child:
 - a. Are there satisfactory changes in behavior within the established time frame?
 - b. Did parents follow through on their part of the final plan?
 - c. Did parents follow through on referral(s) and is information available to the school within a reasonable time?

E. DISMISSAL FROM SCHOOL

1. Conference involving administrator, teacher(s) and parent(s).
2. Considerations that determine dismissal:
 - a. Cooperation of family in following through on behavior plan/referral.
 - b. Noticeable positive changes in behavior.
 - c. Degree to which the child requires one-on-one monitoring/attention of staff.
 - d. Degree to which the child affects the psychological well-being and physical safety of group members.
 - e. Degree to which the child affects the psychological well-being and physical safety of staff.

Note: When the child involved is older, he or she may be included from "b" onward in a portion of the discussions.

PARENT CONDUCT POLICY

Dearborn Heights Montessori Center is responsible for protecting the children in our care, and for providing a safe workplace for staff members. Therefore, it is imperative that parents conduct themselves in a professional and rational manner on school property, at school functions, or while communicating with school staff.

DHMC reserves the right to dismiss a child or children from school if the parent behaves inappropriately. Behaviors that are grounds for dismissal include, but are not limited to, the following:

- Acts of violence, including assault and battery
- Verbal abuse, harassment of, or threats against the staff, other parents or children
- Possession of illegal substances or firearms
- Verbal or physical abuse of any child
- Profanity
- Indecent exposure

Computer and Internet Access Agreement

Dearborn Heights Montessori Center is pleased to offer students access to a computer network and the Internet. To gain access to the Internet, all students must obtain parental permission as verified by the signatures on the form below. Each student must demonstrate to our staff that he/she has an understanding of computers and the Internet and the ability to use them responsibly. Should a parent prefer that a student not have Internet access, use of the computers is still possible for more traditional purposes such as word processing.

What is Possible?

Access to the Internet will enable students to explore thousands of libraries, databases, museums and other repositories of information. Families should be aware that some of the material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive. While the purposes of the school are to use the Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

What is expected?

Students are responsible for appropriate conduct on the school's computer networks just as they are in the classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with school standards and the specific rules set forth below. Use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

What are the rules?

Privacy – The school has the right to review (or monitor) all activities and material created by students on school or personally owned computers to maintain system integrity. The school will remove any material from school computers that is not conducive to the educational mission or is not good for students (i.e., objectionable material).

Illegal copying – Students will not download or install any commercial software, shareware or freeware onto network and computer drives or disks, unless they have written permission from the Technology Coordinator and classroom teachers.

Students will not copy other people's work or intrude into other people files.

Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as yours.

Inappropriate materials or language – No profane, abusive or impolite language, language that advocates illegal acts or advocates violence or discrimination towards other people (hate literature) should be used to communicate nor should that material be accessed. Students will not engage in personal attacks, including prejudicial or discriminatory attacks.

Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.

A good rule to follow is never view, send, or access materials which you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it to their teacher immediately.

Uses of the network computers – Students will only use the computers and network with permission of a teacher or staff member. The computers and network are to be used for school work as directed by the teacher or staff.

Laptop computers may be used only in designated areas of the classroom, only at designated times, and only by permission from an adult in the Middle School.

No earbuds may be used in the classroom.

E-mail use is not allowed in the Middle School unless it is in communication with a teacher.

Students will not enter chat rooms. No social networking of any kind may be used, such as Skype, IM, Facebook, Twitter, etc.

Students will not cause damage to computer and network hardware or software or make changes to the settings of software or hardware. Students will not attempt to fix problems with software. If there are problems the Technology Coordinator will be informed.

Personal Safety - Students will not post personal contact information about themselves or other people. Personal contact information includes your name, address, telephone number, school address, etc. Students will not falsify their identity. Students will not agree to meet with someone met online without parental approval. Students will promptly disclose to their teacher or other staff member any message received that is inappropriate or feels uncomfortable.

Personal Responsibility - When you are using the network or computers it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network, you leave a little "electronic footprints," so the odds of getting caught are really about the same as they are in the real world.

The fact that you can do something or think you can do something without being caught does not make it right to do so. Even if you can't get caught, there is always one person who will know whether you have done wrong – and that person is you. Your use of the network and computers can be a mirror that will show what kind of person you are.

Communications, Concerns, Grievances and Solutions for Our School Community

The Faculty, Staff, and Administration of Dearborn Heights Montessori Center desire to support and promote healthy and timely communications focused toward developing solutions in all interactions. For answers to your questions and solutions for your concerns, please refer to the following chart for direction:

Matter Related to:	First Contact:	Other Resources:
Your child's progress	Classroom Teachers	Class handbooks
Classroom activities & schedules	Classroom Teachers	Classroom orientation meetings
Classroom procedures	Classroom Teachers	Middle School Handbook
Montessori education	Classroom Teachers	Montessori education series
Parent conferences	Classroom Assistant	Classroom Teachers
Academic policies	Classroom Teachers	Head or Asst. Head of School
Classroom observation schedule	Admissions Office	
Enrollment procedure	Admissions Office	www.dhmontessori.org
School calendar	Administration Office	www.dhmontessori.org
School schedules	Administration Office	
Student records	Admissions Office	
Faculty and Staff	Head or Asst. Head of School	

If more help is needed, please follow these steps:

- If you have questions regarding your child, send a note to the teacher requesting a phone call or call the Middle School, (313-359-6943) and leave a request for a phone call. It will be delivered to the teacher. (Main Office phones are answered from 7 am to 6 pm.) Teachers are your best resource to answer your questions and resolve your concerns.

- If the communication with the teacher by telephone does not answer your questions or resolve your concerns, please request a parent-teacher conference.

- If the communication with the teacher by telephone and conference does not resolve the issue, please address your question to the Head or Assistant Head of School.

- If the communication steps described above are not successful in resolving the issue, please submit a letter to the Head of School, describing the situation and, if appropriate, request another conference.

The school desires to provide a healthy and safe school experience for all students. When areas of concern are addressed quickly, collaboratively, and with care, we will be able to support your student and your family in developing appropriate solutions.

Dearborn Heights Montessori Middle School Completion of Work Policy and Scenarios

Time Frame	Student Requirements	Consequences/Recourse	Additional Information
<p>Thursday of Week Four. This is applicable to all academic cycles.</p>	<p>Student submits all of his/her work for the following academic areas: language, math, world language, humanities, science, personal work, graduation requirements/portfolio and study skills in a timely manner. Work is deemed to meet the standards of the curriculum and is reflective of student's capabilities.</p>	<p>Student participates in all Immersion Week activities and remains in good academic standing.</p>	<p>Incomplete tests and other academic work may be required to be completed during Immersion Week.</p>
<p>Thursday of Week Five. This is applicable to all academic cycles.</p>	<p>Student does not complete the work for a given academic cycle in any or all of the following academic areas: language, math, world language, humanities science, personal work, graduation requirements/portfolio, study skills.</p>	<p>If the requirements are not met and work is not submitted in a timely manner, the student will have time during testing week (week 5) to complete the assignment(s). A conference is held involving student, parents, and staff regarding the areas to be completed and requirements to complete it. An action plan will be agreed upon by all parties and the student will have until Thursday of week 5 to submit the work. If it meets curriculum standards, then the student may participate in Immersion Week activities.</p>	<p>If the student has incomplete work in two or more cycles, it may be necessary to place the student on academic probation. Students on academic probation may be considered at risk for being dismissed for academic reasons. Student, parents, staff, and administration will meet to discuss solutions and formulate an action plan.</p>

Thursday of Week 6 or Immersion Week.	Student will be required to complete the work in the Middle School classroom, provided the class is not involved in an off-campus activity. If the class is involved in a field trip or overnight stay, the student will be required to work from home. Students will neither be accommodated at the school nor with the class.	Student may miss Immersion Week activities including service trips, farm trips, and elective presentations. Work at this point will be accepted by appointment only.	Students will need to schedule a time with teacher(s) to present their work. Students are allowed to participate in their internship during Cycle 3 despite missing assignments.
Friday of Week 6 or Immersion Week	Student has not completed work for the academic cycle. The academic cycle has ended with a new cycle beginning the following Monday.	Student work will no longer be accepted until the end of the school year. See addendum.	The end-of-year trip is part of the curriculum and is for those who have made a consistent effort to keep current academically throughout the school year. Students with incomplete work may be asked not to attend. Money will not be refunded.

Addendum:

8th Grade Students: Will need to complete missing cycle work prior to the end of Cultural Festival. Work will be completed in the format of a research paper equivalent to 4 weeks of academic work (roughly 8 pages). Research topic(s) will include guiding questions from subject area study guide.

7th Grade Students: Will complete missing cycle work during summer school. Requirements for completion are as above.

FIELD TRIP MAKE-UP WORK

Write the name and date of the trip that was missed.

Write the purpose of the trip that was missed.

Complete a research paper including the following:

- What are the concepts that may be learned on such a trip? (1 page)
- What is the value of the concepts learned? (1 page)
- Discuss alternative ways to learn such concepts. (1 page)
- Include an introduction and a conclusion.

The final research will:

- Use at least 3 resources.
- One resource must be something other than Internet.
- All resources must be included with highlights of the parts used.
- Be typewritten.
- Have an attractive cover.
- Be submitted upon the completion of the trip.

High School

Preparation for high school formally begins in the seventh grade with the course in study skills. This course includes study of time management, test-taking, textbook strategies, portfolio preparation, and planning. Field trips are taken to various high schools in the community during October. These are attended by all of the students, and the purpose is to acquaint each student with some of the choices available to DHMC graduates. We include as many high schools as time permits and parents are welcome to request that we visit certain schools.

In addition to the above, students are shown the information that the staff is asked to submit upon the student's application to a high school. While the application process is the responsibility of the student's family, the Middle School staff is available to help. Eighth grade students are informed in January whether they have been accepted to high schools to which they have applied. *It is important to note that following acceptance, high schools request information regarding successful completion of the 8th grade year.*

Records to date are sent to a high school upon application. *Final records are sent to high schools when student work is completed.*

Summer School

All students attending Dearborn Heights Montessori Middle School for the fall semester attend summer school. The required areas of work are math skills and literature analysis. For seventh grade students, incomplete work from the previous year's cycles will be made up during Summer School. Over the course of the five weeks that summer school is offered, students are expected to attend once weekly for at least four sessions. The purpose of this summer school work is to keep math skills sharp (the brain needs to do math everyday to remember how), practice reading and writing, maintain Spanish knowledge, and help to determine placement for the fall semester. Details regarding the sign-up procedure will be available in the spring.

Refer to Completion of Work Policy, page 57 of the Handbook, for additional summer school requirements.

GRADUATION

Each eighth grade student is required to participate in graduation events held in June. These are the graduation assembly held in the afternoon for the student body and the evening ceremony that is designed for the families and friends of the graduates. Both are held at Dearborn Heights Montessori Center.

Each graduate is required to address those attending in the form of a speech that he or she has written.

In addition to the above events, graduation requirements are as follows:

Completion of Middle School work

Completion of the portfolio

Completion of the service record

Internships (7th and 8th grades)

Completion of the Montessori literature component

Completion of the Maria Montessori Biography material

Completion of the Legacy Project

Completion of the Montessori curriculum timelines discussion

Time Line of Life

Time Line of Early Humans

Time Line of Early Civilizations

Farewell article for the school newsletter

Graduation speech delivered both at the afternoon assembly and the evening ceremony

Dearborn Heights Montessori Middle School

Terms Used in the Middle School to Identify Specific Activity

Community Meeting

Community Meeting is the first group work of the day and includes all students and staff. It begins at 8:35 a.m. A set agenda is followed which is designed to cover all areas of communication needed for the day in the group setting. Student behavior is observed and recorded on the cycle report card. Attendance is taken. Tardiness is recorded on the report card as behavior not contributing to the good of the group. On Fridays, the agenda calls for solving problems identified by the group. A solution is arrived at and the effectiveness of the solution is reviewed the following Friday.

Personal Reflection

Personal Reflection is a thirty-minute period after lunch during which students and staff work completely alone. The time may be used writing in a journal, sleeping, or going outside alone, all of which fulfill Personal Work requirements. A student outside must remain visible from inside the Middle School classroom.

Individual Work

Individual Work time is given for students to work on individual work. This is not a time to communicate with anyone else.

Group Work

Group Work time is designed as a time during which students work together in a designated area of the classroom. This work is usually in preparation for the end-of-cycle presentation, but may be used for long term group work.

Breakfast Club

Breakfast Club is held during the pre-class hour. It is a time during which students may work on individual work or group work (pre-arranged with each other). Talking is kept to a minimum. Students may be invited not to participate in Breakfast Club depending on behavior. Students are allowed to bring a reasonable breakfast.

Cycle

A cycle is a five-week period of time (usually consecutive) during which the humanities, science, and personal work parts of the curriculum are studied with a specific focus.

Immersion Week

Immersion Week is the week following the last week of a cycle and is designated for academic rest and reflection of concepts learned. During this time students are involved in a variety of other kinds of work. Students who did not complete cycle work have Immersion Week to complete it.

Homework

Homework usually includes Literature, Vocabulary Workshop, Spanish and Math, but may include work not completed during class. Also there may be Science, Humanities, Study Skills or Personal Work projects that arise during cycles. Students are expected to do 1.5 to 2 hours of homework five days per week in order to be prepared for class regularly, and to be prepared for their high school experience.

Electives

Electives are mini-classes lasting 12-14 weeks. Offerings may include art studio, music appreciation, media, cooking, sewing, yearbook, robotics, etc. A grade is given for this work. Students are to choose these classes during the orientation week. Class sizes are limited and we try to accommodate students' priority choices. Electives meet on Wednesday afternoons for 1.5 hours.

For Middle School Parents

The Soul of Education by Rachael Kessler
All Grown Up and No Place to Go by David Elkind
Parenting Your Teenager by David Elkind
Parenting the Teenage Brain by Sheryl Feinstein
PBS video *Inside the Teenage Brain*
All She Can Be by Carol Eagle
School Girls by Peggy Orenstein
Reviving Ophelia by Mary Pipher
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
Teaching 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

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, Aladdin
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 SE. 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

The reading of literature is strongly encouraged during the summer and school year.