



MEAD Montessori School
education for life

2017-2018

Parent Handbook

Mead South:
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Knoxville, TN 37920
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Mead West:
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www.meadmontessorischool.com

This parent handbook is not intended to create a contract.
The school reserves the right to change at any time
any of the policies described or privileges granted.

Welcome from the Head of School

Dear Mead Parents,

Welcome to the 2017–2018 school year, and to the current edition of the *Parent Handbook*. We hope that you will find it both useful and accessible.

Whether this is your first year at the school or your fifth, whether you are a parent, a teacher, or an administrator, we encourage you to re-read this Parent Handbook and, if you have questions about what it says or what it means, to inquire.

Communication is at the heart of Mead Montessori School. Mead appeals to many because it is a *small* school. Yet with our ever-growing and expanding community of children, parents, and professional educators, effective communication is essential.

This *Parent Handbook* is a part of our effort. We invite you to familiarize yourself with its contents and to use it as a reference tool. If you do have questions, please ask. If you have suggestions, we welcome them.

We welcome you and your children to a year of discovery and growth.

Sincerely,

Ella Jones
Head of School

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*“Montessori education is based on the study of life,
it is pure creativity, as all life is creation.
Children are given the opportunity for intellectual
exploration with the freedom to grow in social grace,
inner discipline and joy.”*

Maria Montessori

School History

The historic Mead School was built in 1936 as a WPA project to provide schooling for the quarry workers of Mead's quarry, as well as the children of the Island Home neighborhood. Open as a public school from 1937 to 1959, many of the school's students and faculty still reside in the area. The building sat abandoned and empty for decades until two local visionaries rescued the school and brought it back to life. Opening as a privately owned Montessori school in 2008, Mead Montessori School is delighted to have found a home in this amazing building, which is such an interesting part of Knoxville history. Our main school building (Mead South) currently serves Toddler, Primary, Elementary and Adolescent communities. In the Fall of 2014, Mead Montessori School (Mead West) opened its doors and serves Toddler and Primary communities.

The Mead tree logo was originally carved in a wooden plaque by Jonathan Jones (Ella's father). In keeping with the school logo, each classroom at Mead is named after a tree that grows in our area.

The classrooms at Mead South are:

Toddler Classroom	Redbud Community
Primary Classroom (Tabitha)	Sugar Maple Community
Primary Classroom (Miah)	Willow Community
Elementary Classroom	Tulip Poplar Community
Adolescent Classroom	Red Oak Community

The classrooms at Mead West are:

Toddler Classroom	Dogwood Community
Primary Classroom	Sweet Gum Community

Our Mission

Mead Montessori School seeks to create and sustain an optimum Montessori educational environment to enable each child to realize his or her richest potential for learning and to become an independent, self-motivated and contributing member of the world community. Our mission is to offer children an education that encourages intellectual, physical, spiritual and moral development, which prepares students for academic excellence, lifelong learning and responsible, caring lives. These goals are met through the guidance and support of the pedagogical standards set forth by the Association Montessori International (AMI).

The educational principles of Mead Montessori School are based on the pedagogy of Dr. Maria Montessori, an Italian physician and educator. Dr. Montessori developed a program designed to foster in each child the growth of a self-disciplined, confident individual able to contribute significantly to society by fulfilling his or her highest potential.

Specially trained Montessori teachers staff our school. They prepare a carefully arranged environment scaled physically and conceptually for the children, which is sensitive to their needs for order and meaning. In the prepared environment, children may choose activities according to their diverse needs and desires.

The self-correcting materials help children to develop motor and sensory skills, to lengthen their concentration span, to discover problem-solving techniques, to learn to care for themselves and to work with others. The teacher's role in the Montessori classroom is to guide children by introducing them to new materials and activities as they gain greater levels of mastery. Cooperative projects help children bring together individual talents to accomplish common goals.

Montessori At Home

Your children are one of life's greatest gifts. Share your home with them. Allow your children to participate in the care of the home—the cleaning, the gardening, repair work, preparation for the celebrations and festivities. Organize your home so that there is a place for the children in each room. Have low hooks for hanging up small garments, and a small table and chair so that there is some furniture that fits them.

The child under age six is in heightened sensitivity to sensorial impressions, those of shape, size, color, taste, etc. The child notices each object in the home: the overall effect being that they “drink” in these impressions with their powerful “absorbent minds”. So know that the care and thought you put into the décor of your home is appreciated by your children.

During this time, language sensitivity is especially strong. Children learn vocabulary at a phenomenal rate. Teach them the names of the objects in your home, the names of the flowers in the garden, the places you visit, etc. They revel in the very sounds of language. If someone in your family speaks a foreign language, encourage that person to speak with your child. The ear then opens to the new system of speaking. Children have the heightened ability to imitate sounds; never again will it be so easy to make sounds of a foreign language.

“Teach by teaching, not by correcting” is one of the maxims of Dr. Montessori. If your child is having difficulty with an activity, he or she could be very sensitive concerning it and will most likely need reassurance. You should then demonstrate the activity using very slow and precise movements so they may be followed. Analyze such simple operations such as closing a door, moving a chair, folding, etc., and the children will be grateful.

Examine your child's room and whether or not you think it may be too cluttered. The room should be simple with only as much in it as the child can keep in order. Each thing should have its place and remain in it as much as possible. If you suspect that your child has too many toys, you may think about putting some of them away to be brought out on special occasions.

In this sensitive period for sensorial impressions, the artist's eye and the musician's ear are developed. Now is the time to play the music you love, read the literature you enjoy and show the pictures that mean the most to you and your children. Tell them the names of the authors, artists and musicians and they will remember. As music is played, mention the names of the instruments and they will remember.

“Help me do it myself” is the anthem of the child. It is so strong that it may be the cause of some parent-child conflicts. Watch for it at home, help the child to be as independent as possible in the areas of care of the person, care of the environment and doing for others.

Tasks Children Can Do to Learn Responsibility

(The Brown University Child and Adolescent Behavior Letter, 1999, Adapted with permission from Redirecting Children's Behavior by Kathryn J. Kvolts (Parenting Press Inc., Seattle, WA). 1998.)

18 MONTHS - 3 YEARS OLD

Turn off lights while being carried.
Carry in the newspaper or mail.
Get her/his own cereal or snack from kid-friendly containers.
Pick up toys and clothes.
Wash tables/counters with a damp sponge.
Put a soiled/wet diaper in the diaper pail.
Wash vegetables, tear lettuce, stir.
Help set the table.
Feed and water pets.
Help clean up after meals and play.
Wake up siblings.
Run simple errands around the house.

Help put groceries away.
Carry in light groceries.
Put her/his own clothes away.
Take clothes out of the dryer.
Help make beds.
Put plastic dishes in the dishwasher.
Make salads.
Bring recyclables to the garage.
Lead family prayer.
Scramble eggs, make toast.
Tell you when the traffic light turns green.
Clear dishes from table.
Seal and stamp envelopes

4-6 YEARS OLD

All of the above, plus:
Help find grocery items in the store.
Help fold towels and wash.
Pour things.
Give you a back rub or foot rub.
Help measure ingredients.
Count goods at the grocery store.
Sort white and dark clothes for laundry.
Water plants.
Help vacuum, sweep, and dust.
Take library books/videos to/from the car.
Help younger siblings.
Help plant a garden.
Wash the floor.

Put dishes in the dishwasher.
Measure soap for the dishwasher and start the cycle.
Be responsible for compost buckets.
Haul things in a wagon.
Assist in meal planning.
Make a simple meal.
Empty dishwasher, stack dishes on counter.
Rake leaves for short periods of time.
Help wash pets.
Prepare her/his own lunch.
Walk well-behaved pets.
Carry in firewood.
Start to manage her/his own money.

7-10 YEARS OLD

All of the above, plus:
Get her/himself up in the morning.
Help wash and vacuum the car.
Wash dishes.
Fix snacks and light meals.
Help read recipes.

Run the washing machine and dryer.
Change sheets on a bed.
Help with projects around the house.
Address and stuff envelopes.
Read to younger siblings.
Bathe younger siblings.

11-15 YEARS OLD

All of the above, plus:
Baby-sit.
Cook meals.
Buy groceries from a list.
Wash windows.
Change light bulbs.

Make appointments.
Order out for the family.
Wax the car.
Mow the lawn.
Operate saws for home projects.
Help in a parent's business

Some Common Misconceptions About Montessori

(compiled by Barbara Hacker, Montessori Primary teacher)

Choices: the children should be able to choose whatever they want.

The ability to make good choices is an important life skill to learn, but it is not accomplished by giving children open-ended choices about everything! It is facilitated by giving limited, age-appropriate choices in certain circumstances. It can begin with an infant, by placing two or three appropriate toys within the child's reach and then observing what attracts the baby enough to make the effort to reach and grasp: the knitted ball, the rattle, or the bell?

When we see children in tank tops on chilly days we suspect the parent has a misunderstanding about choices. It is never appropriate to open the closet door to a young child and ask, "What do you want to wear?" or the refrigerator door and ask, "What do you want to eat?" Children do need to develop a sense of personal preference and a sense of what is appropriate for the situation. This can be facilitated by a parent saying something like "It is a cool day: a good day for a turtleneck. Would you like to wear the red one or the blue one?"

Remember, offer limited choices where all the alternatives are good. In school the children can choose from the activities they have already been shown how to do.

Independence: in Montessori schools, children have to do everything themselves.

We do encourage the fostering of independence, but a key component of this effort is teaching children the specifics of how to do things themselves. First, the child must be taught a skill—such as how to hang up his coat on a hook he can manage—and then he is expected to do so. If the task is too hard (such as a hook set too high) the child can't be successful. If the task is manageable, but the parent picks up the coat where the child has dropped it, the child will not gain responsibility and independence.

Using the example of coats again, at school we teach the children to hang their coats on their cubby hooks. First, we show them to pull through any inverted sleeves so the coat will be ready to put on. In dressing, we show them how to place the coat on the floor with the front facing up, stand by the collar, and insert both arms at the same time, flipping it over their heads—the easiest way for a child to put on a coat, sweater, or jacket. Some children do it easily. Others stand and hold their coat without making an attempt and say, "I can't." We show them again and assure them they can, but I wonder if they are being dressed by an adult at home!

If a child is not allowed to exercise a skill within her grasp but instead is always dressed, carried, and buckled in, *etc.*, she will not learn to be independent. The adult's role must be to teach the skill, allow enough time for the child to do it alone, and then step back and allow the child the dignity and self-esteem that comes from being able to take care of his own needs.

Academics: the aim of Montessori is to teach the children academics at an early age.

Wrong! The aim is what Montessori called the *normalized child*, which is a child who is centered, well balanced, and free of "issues" to act out. A normalized child is calm, hard-working, motivated, self-directed, able to make reasonable choices, joyful, helpful, respectful, non-possessive, and obedient to reasonable authority. When all these characteristics are in place, we see a by-product of accelerated learning that seems to happen effortlessly.

Home: the home needs to be made into a Montessori classroom.

It is not necessary or helpful to transform one's home into a Montessori classroom. Parents should not buy pink towers or sandpaper letters or moveable alphabets. These things are for the school environment.

One can extract certain principles from a school environment to apply at home. In order for the child to become independent in appropriate home tasks, the physical arrangements should make independence feasible. For example, if a child is to be independent in brushing his teeth, he may need a step to access the sink. If a child is to be independent in making her bed, the bed may need to be placed away from the wall. If a child is to be independent in managing his coat, pajamas, *etc*, a set of hooks and a hamper at the child's level are appropriate. In order to clean up her/his own messes, a child-size whisk broom, dustpan, mop, and dust cloth should be accessible to the child.

Another principle to take from the classroom is that the children's activities are arranged on shelves where they can be seen and accessed easily. Toy boxes are not a good idea. Today many well-designed storage units are readily available at reasonable prices; Target has some great things for children's rooms. The racks with tubs for sorting out and storing things like Legos are ideal. Be cautious about not having out too many toys at one time; it is preferable to have a few well-chosen activities that are appropriate for the child's current developmental stage and keep the rest in storage to rotate.

Children want to feel part of the family and of ongoing household activities. A step-stool in the kitchen that allows the child to participate in cooking at the counter is appropriate. Ideally, for eating, the type of high chair that pulls right up to the family table (rather than the type with a tray) can be used. Lacking one of these, the phone books have served many families well! Children need a small table of their own for their own activities, but they want to be part of the family at meal times at the big table.

Though it is not suggested for parents to order Montessori materials for their home, one of our suppliers does offer a catalog for families with many books, games, and practical-life supplies (like real knives that work but aren't too pointed). Since practical-life materials are the bridge between the home and school, parents may want to obtain their catalog: Montessori Services, phone 877-975-3003 (toll-free) or website www.montessoriservices.com. **When ordering, please include our school customer number in your order to help us earn school credit for classroom items: 120502**

Parent Support – School Service Hours

The successful operation of our school relies upon the volunteer efforts of parents. Whether by going on special outings, helping teachers make materials, sharing a special subject, pitching in on fundraising events, or lending a hand with maintenance and repair jobs that pop up around the school, volunteers are always appreciated.

Several times during the year the school will provide parent education events. These are intended as an opportunity to discuss child development and Montessori principles, and to get to know the staff and each other better. We encourage parents to attend and to give us suggestions on topics and formats.

Volunteering is critical to the success of our school, both physically and in building a sense of community. Every family is expected to contribute their talents and time to fundraising, community, or classroom endeavors with a **minimum of 10 school service hours** (15 hours if more than one child is enrolled and half time for a mid-year enrollment). A fee of **\$10/hour** is charged at the end of the school year for families who have not reached this minimum level. The school service hours time sheet may be printed from our website. By **May 1st** your time sheet should be turned in, and we will tally your hours and invoice you for any hours missed. **If you do not hand in the time sheet, we will assume you have**

contributed no hours and charge you the full amount. The school makes every effort to connect families to school service work that fits their interests and abilities, and our goal is that no one uses the payment option. Please review our Events List posted on our website to get ideas of ways that you would like to participate. Certainly original ideas that highlight a parent's talent are also welcome.

Parent Teacher Organization (PTO)

The PTO is an organization of parents/guardians, grandparents and teachers of Mead Montessori School whose goal is to foster a nurturing and caring school community that strives for continued parent involvement in helping build a better educational environment for our children. Through membership dues and fundraising efforts, the PTO will be integral in raising funds to enhance indoor and outdoor spaces, purchase educational materials and equipment for the school, support teacher training and enrichment, as well as getting involved in various efforts to help the local community.

For the PTO to be effective and truly representative of the school, it is essential to have involvement from as many families as possible. We understand that many working parents feel that they cannot be included in the PTO because they cannot come to every meeting or be on campus during the day. There are endless possibilities in ways you can help. Whether you have 30 minutes or a couple of hours, your ideas, your time, your energy, and your talents are truly needed and will be appreciated. We can match your time constraints and interests to needed tasks. We have many ways in which moms, dads, siblings, aunts, uncles, and grandparents can contribute. By volunteering, you will get to enjoy interacting with the kids, build friendships with other families, and accomplish things that truly make a difference. Plus, your involvement in the PTO will count toward the volunteer hours required for each family this school year. **Membership dues are determined each year by the PTO Board, and everyone is welcome to join.** Dates for PTO meetings will be announced via newsletter and email.

Staying Connected

Website: <http://www.meadmontessorischool.com>

Facebook page: [Mead Montessori School](#)

School Newsletters

Mead's school-wide newsletter is typically sent out twice per month. We use Mailchimp to send out the newsletter to our entire school, so your email settings may send it somewhere other than your inbox - most likely to the Promotions or Social folder (for Gmail users) or the spam/junk folder. Once you locate it, just move it to your Primary folder or add to your safe list or contacts, and then you should be set for the rest of the year.

Classroom News

Lead Teachers will periodically email classroom news and updates to you throughout the school year. These are also archived in the school newsletters, which you can access by clicking your child's classroom in the last section of the school newsletter.

Parent Portal

The Parent Portal can be found on our [school website](#). Helpful links to important school information are easy to find all in one place now! You can find the Parent Handbook, Class Directories, Snack Schedules, and School Newsletter archives just to name a few.

Mead South Password: Mead37920

Mead West Password: MEAD/37934

Text/Alert Service

Sign up for **REMIND** [text/email alert](#) service to be contacted about inclement weather and other school closings or delays.

School Calendar

It is quick and easy to subscribe to the School Calendar to keep up with important dates and school events! Just [Click Here](#) and hit the Subscribe button at the bottom right corner of the calendar!

Communication Lines

Montessori schools are an extension of the child's home environment. Therefore, we feel it is important for the parents and teachers to communicate with one another. Parents generally want to know what their children are doing during the many hours spent away from home, and the teacher needs to know what factors are influencing home environments so that the children can be helped in the school environment. When they feel a need to do so, parents are urged to contact their child's teacher and/or the Head of School in person, via email or by telephone.

Ella Jones	Head of School	email: ella@meadmontessorischool.com
Allison Watson	Office Manager	email: allison@meadmontessorischool.com
Theresa Melloy	Toddler Lead (West)	email: theresa@meadmontessorischool.com
Lyndsey DaSilva	Toddler Lead (South)	email: lyndsey@meadmontessorischool.com
Anna Marie Reno	Primary Lead (West)	email: annamarie@meadmontessorischool.com
Tabitha Bean	Primary Lead (South)	email: tabitha@meadmontessorischool.com
Miah Weaver	Primary Lead (South)	email: miah@meadmontessorischool.com
Erin Salter	Elementary Lead	email: erin@meadmontessorischool.com
Ellen Baker	Adolescent Lead	email: ellen@meadmontessorischool.com
Zach White	Adolescent Co-Lead	email: zach@meadmontessorischool.com

Office administration checks the school email daily. If you have an issue that needs to be addressed, please call the school or email Allison or Ella directly. You may also call or email Theresa directly at the West Campus. If someone is unable to answer the phone, it simply means we are busy assisting the children or another parent; however, the school messages are checked periodically throughout the day, and we are able to quickly communicate matters to your child's teacher throughout the day. You may also send a note with your child in the morning regarding specific matters about your child's day.

Staff and Parent Communications

Program, student and classroom issues should first be communicated directly to the Lead Teacher. If further communication is warranted, please contact the Head of School. Please request a conference with the Lead Teacher by calling the school, sending an email to your child's teacher, or sending a note with your child to school in the morning requesting a call from the teacher. Teachers are unable to discuss any concerns during class time or at arrival and departure time because the children need their full attention.

Concerns regarding general school operations and policies should first be communicated to the Office Manager or Campus Director. If further communication is warranted, please contact the Head of School. Please feel free to contact administration via phone or email to discuss or to schedule a time to discuss these issues.

You should know that assistant teachers and support staff are not permitted to discuss your child's progress. Please do not put them in a difficult spot by asking them questions that should be directed to the Lead Teacher. Assistant teachers and support staff work alongside the Lead Teacher in helping create an optimal learning environment for your specific child; however, they typically have not had the in-depth Montessori training as our Lead Teachers and therefore are not fully able or qualified to discuss your child's development.

You should know that it is our policy never to discuss issues concerning your child in front of him or her. If you have a concern you would like to discuss with someone on the staff, please call the school and leave a message and the appropriate person will get back to you.

The use of broadcast emails/communication to contact fellow parents about sensitive issues involving Mead policy, teachers, staff or students is not effective in reaching positive solutions and tends to be detrimental to the community as a whole. Failure to follow proper lines of communication and/or engaging in negative broadcast emails/communication may warrant dismissal from Mead.

Parent/Teacher Conferences

Parent-Teacher Conferences are scheduled twice yearly. Conferences for individual needs are held whenever the need arises. Throughout the year many informal conferences by phone or conversation provide part of the ongoing communications between parent and teacher. In the instance that a conference is requested, a mutually agreed upon time will be set between the teacher and parent. Please trust that the Lead Teachers will not save important issues regarding your child for school scheduled conference days, but will keep parent informed of any issues the child may be having.

Observations

We provide many opportunities for the families to come into the classroom with their child so they may see what they are working on, talk with their teachers about the environment and get a general feel for the day. Classroom observations provide the parent with the opportunity to see the children working in the Montessori environment. Observation dates and or visits should be arranged between the parents and staff. It is the policy of our school to welcome any person, parent or not, who wishes to observe the class, as long as arrangements are made in advance. Visits, on the other hand, may occur when there is an opportunity for social interaction. Visits should also be arranged between parents and staff in advance.

From time to time the classroom may be photographed and/or videotaped by the teacher for observational purposes. As stated on the Permission and Liability form, no pictures or videos of the children will be shared outside of the school without parental consent.

Contact Information

Emergency contact cards should be filled out every year and given to your child's teacher to keep in the classroom.

Please notify the main office if any of your contact and/or emergency contact information changes. Otherwise, we may not be able to reach you in the case of an emergency.

Unless you have specifically instructed us not to, your phone number and address will be included in the student directory on the Parent Portal of our website. If you do not wish to have your phone number or address released to other parents in the school please notify us in writing.

Re-Enrollment

In January, you will receive Tuition and Fees Schedules for the upcoming school year. In order to reserve your child's position at Mead for the upcoming school year, you will be required to turn in a completed Enrollment Contract along with a **\$150 Re-Enrollment Fee** by a certain date.

August tuition is due each year by May 1st. We will hold your check until the beginning of August. If, over the summer you decide that your child will not be returning to Mead, **written notification is due by July 1st or your August tuition check will be considered non-refundable.**

In the event your child is re-enrolled for the upcoming school year but cannot start school in August, we cannot guarantee a spot will be held for your child. Please contact the Office Manager and Head of School to discuss whether alternative arrangements can be made regarding your child's start date and tuition deposit.

In the event your child has re-enrolled for the upcoming school year but withdraws for a portion of the current school year (ex. month of May), tuition for the missed portion must be paid in full in order to guarantee a spot will be held for your child. Otherwise, your child's re-enrollment will be forfeited and a new application and fee must be submitted in order to get on the waiting list for the upcoming school year.

Transitions/Classroom Placements

Continuity is the hallmark of the Montessori experience, as children stay in the same classroom for at least two or three years. This stability provides for both security and growth, as the child's role within the group changes over time from being one of the youngest in the class to one of the oldest. The psychologist Alfred Adler identified birth order in the family as one of the most important determinants of personality. In a Montessori classroom, every child has the opportunity to be first a youngest child, then a middle child, and finally an oldest child in her classroom family. This experience contributes to the child's personal growth in ways that conventional, single-age groupings cannot.

Even so, children do make multiple transitions as they move through the school's different programs. Dr. Montessori observed that each child passes through planes of development, each lasting six years, and each with distinct developmental characteristics and needs. She created learning environments to respond to each new plane of development.

Toddler

The first transition occurs when a child leaves home and enters the Toddler Community. Children enter Toddler Community at ages as young as 15 months (or walking well for at least a month), with the ideal entry age by 18 months. A child must be a confident walker to be ready for the Toddler Community. Children who can spend at least a year in the Toddler Community benefit greatly from the program.

Primary

For some children, entrance to the Primary class is their first school experience. For others, they move up to Primary from the Toddler Community. In either event, this transition occurs sometime between 30 and 36 months. Independent care of self is one sign of readiness for Primary: this includes toileting and dressing. We also look to a child's sense of order and independence. The sense of order can be seen in careful handling of classroom materials and in following a daily routine. Independence is shown by the child's successful separation from the parents and in the ability to choose her own work in the classroom.

Many children benefit from spending an additional year in Primary to gain greater social-emotional maturity or to hone academic skills. The decision to remain an additional year in Primary is considered jointly by Primary and Elementary teachers, in conjunction with the Head of School, and in consultation with parents.

Elementary

The transition from Primary into Elementary marks the end of the first plane of development and the onset of the second plane. The minimum age for entry into the Elementary program is typically six years by the start of school.

In determining a child's readiness for moving up into Elementary, faculty first consider social and emotional maturity. We also look closely at the child's academic skills; she needs to be reading and writing with fluency to prosper at the Elementary level. She also needs to have a strong sense of self-direction and independence, and the ability to work with concentration—alone or in cooperation with a group.

Middle School

Students enter Middle School as childhood ends and adolescence begins, at about twelve years of age. This is the beginning of the third plane of development. Students must have successfully completed the Elementary program to enter Middle School. They will demonstrate a high degree of personal responsibility, respectful engagement with the group, and well-developed academic skills.

Visitation at the Next Level

For children in the Toddler Community, transition is a more extended, personalized process. Toddler Community is the only level in the school where we plan for mid-year move-ups. A child may begin by simply walking past the new classroom and looking in the door. The next step is to go in and to do some work. When both the Toddler teacher and the Primary teacher believe the child to be ready, then the change is made. The whole process may take two weeks or more. Parents are informed about their child's new Primary class in advance of the child's first visit.

Every spring, older children prepare to move into the next level at the start of the new school year. They have the opportunity to visit and to work in their new classrooms for one or more days. Children visit their new classrooms in May. A student in the new class often serves as a host or buddy for the new class member.

Listen To Your Child

To help prepare your child for a transition, it is important to listen. She will probably express a mixture of excitement and anxiety. Change can be scary; listening to your child's feelings, and expressing your support, will make a difference. Parents with concerns about whether their child is ready for the next level should contact the teacher. Decisions will be based on the needs of the individual child.

What Does the School Consider During Placement?

Multi-Age Grouping: Building Community

At each level, children are clustered in small learning communities for a two- or three-year period. These small communities provide a number of advantages not found in conventional schools. Children work with others who are older and younger than themselves. The older students serve as role models and tutors for the younger students, and in the process they gain confidence in their own abilities and self-esteem regarding their skill level and expertise. The younger ones watch the older ones, and in the process gain a clear vision of what's expected of them, and have the benefit of working with and learning from their peers as well as the teacher. This small community is a direct preparation for life in the family and in the workplace. Communicating and working well with others are important life skills.

Balance of Needs and Learning Styles

Each small learning community develops its own personality. The placement of children in these environments as they move from one level to another is a very important task. Each community needs a blend of learning and personality styles so that it truly reflects larger communities. Grouping children by their intellectual abilities would defeat the greater goal of establishing a sense of community in the classroom.

Three-Year Commitment

Because the composition of a learning community is selected very carefully, it is rare for children to be transferred from one community to another during this three-year period. We ask parents and children to make a three-year commitment (two years for Middle School) to the learning community and, within that period, to take the opportunity of getting to know other parents and children so that adults can also experience the benefit of a community network.

Parent Requests

The school does not honor parent requests for children to be placed in particular classrooms. Administration and faculty work hard to ensure that each child is placed in an environment where her/his needs will be met. If you have particular concerns about your child's learning style during a time of transition, you are welcome to meet with the Head of School to discuss those concerns.

Yearly assessment of re-enrollment and placement is considered in this order of priority:

1. Younger siblings of children currently enrolled in Mead Montessori School;
2. Students expected to remain at Mead for three or more years;
3. Students transferring from other Montessori schools;
4. Younger siblings of students who are eligible but do not attend Montessori (including former Montessori students who left before graduating) and students new to Montessori with no older siblings.

In considering class placement, many factors are reviewed in addition to chronological age. Please be assured that the staff at Mead will carefully assess your child as a unique individual before recommending class placement. Children are accepted into the classroom on a one-month trial basis. If your child does not seem to be adjusting well you will be contacted for a conference to work together on a solution or discuss alternatives.

School Hours

SOUTH CAMPUS: *Please note and adhere to staggered arrival times in order to help ease flow of traffic and ensure safety of everyone. If you have children in different classes, please use the later arrival window.

TODDLER:

Before Care - 7:30 - 8:15
Half Day - 8:15 – 12:00
Full Day - 8:15 – 3:00
Extended Day - 3:00 - 5:30

PRIMARY:

Before Care - 7:30 - 8:15
Half Day - 8:15 – 11:30
Full Day - 8:15 – 2:45
Extended Day – 2:45 - 5:30

ELEMENTARY:

Before Care - 7:30 – 8:00
Full Day - 8:00 – 3:15
Extended Day - 3:15 - 5:30

ADOLESCENT:

Before Care - 7:30 - 8:00
Full Day – 8:00 – 3:15
Extended Day – 3:15 - 5:30

WEST CAMPUS:

TODDLER:

Before Care - 7:30 - 8:15
Half Day - 8:15 – 12:00
Full Day - 8:15 – 3:00
Extended Day - 3:00 - 5:45

PRIMARY:

Before Care - 7:30 - 8:15
Half Day - 8:15 – 11:30
Full Day - 8:15 – 2:45
Extended Day – 2:45 - 5:45

**Toddler and Primary students should be in their classrooms by 8:45.
Elementary and Adolescent students will be marked Tardy after 8:20 a.m.**

Arrival and Departure Procedures

PARKING: Please note, the back parking lot at the Mead South campus and the parking area next to the Lodge at the Mead West campus, are for *Staff parking only*. Parents are prohibited from dropping off or picking up their children from these areas at any time. In addition to being reserved for Staff, these areas are very close to children’s play areas and walking paths, so traffic must be kept to a minimum in the interest of safety.

General Guidelines: Safety First, Then Efficiency

SAFETY

- **Slow down when entering or exiting the school.** If you are driving to or from the school outside of normal arrival and dismissal times, please be aware children may be playing outdoors, accessing garden areas, walking to the playground, etc. Therefore, please exercise extreme caution and drive at an excessively slow speed.

- Driving and mobile phones are a hazardous mix. Refrain from using your mobile device while on school grounds, including sending any text messages. Stay alert! Give your child your full attention during arrival and dismissal. Mobile phones may only be used if your car is parked.
- Be sure all children are buckled in their safety belts until the car comes to a complete stop at arrival. Likewise, buckle all safety belts before driving off.

EFFICIENCY

- Do not engage staff members in discussion at this time. If you need to talk to your child's teacher, ask her/him to call or email you.
- Stay in your car when you are waiting in line. If you need to get out, please park in the main parking lot.
- Please be aware as the carpool line advances, and move up as far as possible in the line.

OTHER

- Do not send toys into school with your child.
- Encourage your child to finish food in the car rather than bringing it into school in the morning.
- Be patient; a few seconds spent by you can be very important to the child who is gaining independence.

ARRIVAL

TODDLER AND PRIMARY ARRIVAL: SOUTH CAMPUS (8:15-8:30)

- Please pull your car up as far as you can in the carpool line, and a teacher will be there to assist your child out of the car and into the classroom. Another teacher will greet your child just inside the door. Please do not park your vehicle and escort your child into school, unless you are arriving late and escorting your child to the office (see late arrival procedure below).
- Toddler and Primary students should be in class by 8:45.

TODDLER AND PRIMARY ARRIVAL: WEST CAMPUS (8:15-8:45)

- Please pull your car up as far as you can in the carpool line, and park on the right-hand side of the drive. Please escort your child to his/her classroom door where a teacher or assistant will greet your child and assist him/her from there. Please try to facilitate a quick exchange and avoid entering the classroom, as this can crowd the entry, increase separation anxiety and cause disruption to the children starting their day.
- Toddler and Primary students should be in class by 8:45.
- The last parent to leave morning drop-off should lock the gate at the bottom of the driveway. The gate code is 1776.

ELEMENTARY AND ADOLESCENT ARRIVAL: (8:00-8:15)

- Please pull your car up as far as you can in the carpool line. Children may exit the vehicle on the sidewalk side and enter the building through the main front entrance. Please do not park your vehicle and escort your child into school, unless you are arriving late and escorting your child to the office (see late arrival procedure below).
- Elementary and Adolescent students should be in class by 8:20.

LATE ARRIVAL PROCEDURE:

We cannot emphasize enough the importance of arriving to school on time every morning. Children arriving late miss a very important part of the day and find it difficult to join a classroom already in progress. When younger children arrive late, it violates their sense of order: their sense of what is right and what is expected, of how things are supposed to be. For the older child, there is a sense of embarrassment and disorientation. In either case, arriving late gets the day off on the wrong foot. Late arrivals also disrupt the classroom community, the work of the other children, and the teacher. Out of respect for your own child, the classroom community, the other children, and the teachers, please help your child arrive at school on time.

If you do find yourself arriving at school after carpool line has ended but before 9:00, please park and walk your child to his/her classroom door. Please do not accompany your child into the classroom. Once your child enters the classroom, a Lead Teacher or assistant will greet and assist him/her in joining the rest of the class.

Late arrivals cannot be accepted in the mornings after 9:00. If you find yourself arriving at school after 9:00, you must wait until 11:00 to drop off your child.

If your child is experiencing separation anxiety when dropped off, please let the teacher know. Even though your natural instinct is to stay and comfort your child, this only prolongs the anxiety and discomfort you and your child feel at this time. Be assured that the teacher is well-trained and experienced in dealing with this type of situation, so please let the teacher take over. Please do not ask to stay in the classroom with your child until he or she calms down. Doing so can have negative effects on the other children and prolong the situation. Keep in mind that most children get over their separation anxiety within two or three weeks.

We will give all parents who arrive late plenty of opportunity to correct their timing. It is our expectation though that within a reasonable amount of time the matter will be corrected and the child will start arriving on time.

Absence & Tardy Policy (Elementary & Adolescent)

Elementary and Middle School children are allowed no more than five (5) unexcused absences. If your child should exceed this number of unexcused absences, you will receive written notice from the school informing you that you have 3 days to return to school. If your child does not return to school after this time we are required by law to report you to the Knox County Superintendent's Office for truancy enforcement. Absences related to illness are considered excused absences. A doctor's note is required if your child misses school due to illness.

The arrival window for Elementary and Adolescent students is 8:00 to 8:15. Students should be in class by 8:20. Chronic tardiness creates difficulties for students and teachers. Mead Montessori School follows Knox County policy for tardiness. Five (5) unexcused tardies counts as an unexcused absence.

DISMISSAL

The procedure for half-day dismissal is different from morning arrival. Please park your car and walk to your child's classroom door. Wait outside of the door and a teacher will dismiss your child to you when he/she is ready.

The procedure for full-day dismissal is similar to the morning arrival. A teacher will be outside the classroom and will escort the children to their cars and help buckle them into their car seats. Please do not park your vehicle and enter the classroom to pick up your child, unless you are picking up after regular dismissal times (ex: aftercare pick-up).

Please respect the arrival and departure times when arranging doctors' appointments, etc. If your child has an afternoon appointment, picking him/her up at the half-day dismissal times will be less disruptive for your child and the entire group. Likewise, if your child has an appointment in the morning, bringing him/her to school at the half-day dismissal times is recommended. If you need to pick up your child at an odd time throughout the day or know you will be slightly late picking up, just let the staff know and accommodations will be made.

Please refrain from the use of cellphones while in the carpool line. Use of your cell phone at this time could interfere with your child's teacher's ability to share pertinent information regarding your child's school day.

A 10-minute grace period will be given for late pick-up of your child during half-day and full-day dismissal. If you are more than 10 minutes late, aftercare fees will be assessed. Please note, there is no grace period for aftercare dismissal.

BEFORE CARE AND EXTENDED DAY

Before Care is available to all students (7:30-8:15 Toddler & Primary / 7:30-8:00 Elementary), and students are welcome to bring their breakfasts during this time. The rate for before care is \$12 per day, which shall be paid in the event your child is dropped off anytime between 7:30 and the beginning of your child's arrival window, or a flat rate of \$160 per month.

Children participating in Extended Day will continue their day in their classroom. This model allows the children to have access to the full range of materials in their classroom for their entire time spent at school and allows the children to further prepare their classroom for the upcoming day by baking snacks, assisting the teachers in preparing lessons and putting the final touches on the cleaning of the day. Under this model, children encounter further transitions and can therefore settle into their work and play. For Toddler and Primary students, snack during Extended Day will be provided. For Elementary and Adolescent students, please pack an extra snack and a water bottle for your child in his/her lunch basket.

- **Mead South** – Extended Day is available to all students from the time of dismissal until 5:30. Please give reasonable notice to the staff if your child will be staying for Extended Day. The rate is \$6.50 per hour (billed in 15 minute increments), or a flat rate of \$265 per month. **There is no grace period for late pick-up. If you are late picking up your child (after 5:30), a late fee of \$1 per minute will be assessed.**
- **Mead West** – Extended Day is available to all students from the time of dismissal until 5:45. Please give reasonable notice to the staff if your child will be staying for Extended Day. The rate is \$6.50 per hour (billed in 15 minute increments), or a flat rate of \$265 per month. **There is no grace period for late pick-up. If you are late picking up your child (after 5:45), a late fee of \$1 per minute will be assessed.**

***In order to take advantage of the flat rates offered for Before Care and Extended Day, the flat rates must be paid in advance at the beginning of the month with tuition. Otherwise, you will be billed for the daily/hourly rates after the end of each month.**

Transportation Authorization

Children can only be released to those people authorized by the parent or guardian listed on the permission form in your child's school file. If an exception must be made, please notify the school in writing on that particular day. Non-adherence to this request may cause a delay in your child's release from school. If an emergency occurs and you will be late picking up your child, please telephone the school.

School Alerts & Closings

School will be closed for scheduled vacations and in-service days as noted in the school calendar. You may go to our school website: www.meadmontessorischool.com to sync your online calendar with the school calendar. The school will also be closed for inclement weather and/or weather-related conditions as determined by the Knox County School system and announced on the local radio and television. The local television station, WBIR has a school closings/delays page, as well as a text alert service available through its website. **School may be canceled up to ten (10) days due to inclement weather before any makeup days will be required.**

If more than 5 children in the class are out of school with the same contagious illness, the school is subject to close.

You can also sign up to receive Mead alerts via text or email for event reminders, weather-related closings, delays, early dismissals, and other school announcements. This link is for Mead Parents only, so please be sure to sign up so you can stay in the loop!

<https://www.remind.com/join/meadparent>

Please note, you will only receive text/email alerts from Mead through this system if you sign up. If you choose not to sign up, please keep up-to-date with our online school calendar and monthly school newsletters.

Guests

Guests wishing to visit any campus should contact office staff to make arrangements prior to any visit. All guests must report immediately to the school's office when arriving on campus at the main school building at Mead South. All guests visiting Mead West must report to staff when arriving, provided advance arrangements have been made and approved by both administration and staff. Students and staff members who are expecting guests must provide the school office with the guest's name, affiliation, reason for visit, and duration of visit before the guest arrives.

Toddler Articles to Bring to School

Please send the following items to school with your child:

- **Five pairs of pants/shorts/skirts (easy on and off, no fasteners)**
- **Five shirts (pull over, no fasteners and NO onesies)**
- **Five pairs of socks**
- **Indoor shoes or slippers** that are kept at school for everyday wear in the classroom (2 pairs if your child is more inclined to get them wet during his/her toilet learning) – slip on, can have a zipper or Velcro (no laces), easy enough for your child to put on him/herself – **plain** – (i.e. no cartoon characters). Please **NO** Robeez and **NO** Crocs. We have found these to be difficult for the children to put on themselves and become very slippery on wet floor. Some recommended brands are Montessori Movers, Karamel Korn, Foam Treads (with velcro strap) and similar styles.
- **Rubber boots** that can be kept at the school to be worn on muddy days.
- **Eco Tykes will be providing the underwear and plastic pants used at school. They will be laundered and delivered by Eco Tykes each day.** If you want your child to go home in a **diaper**, please provide us with a small stock of cloth or a pack of disposable diapers to keep at school, and we will change him/her into a diaper at the end of the day.
- **One box of wet wipes** for your child's use.
- **Four large boxes of tissues** to be stored and used in the classroom throughout the year.
- **A reusable bag** that will be used to send home wet/soiled clothes each day. Please be sure that when we send wet/soiled clothes home with your child that he/she comes back with fresh clothes the **next day**. This will help prevent having to borrow from the school or other children.
- Please pack a **water bottle** that can be left at school and sent home each Friday.
- **Nap mat, pillow and blanket. TN DOE standards require nap mats to be at least 2" thick.**

Please remember to put your child's name/initials on ALL clothing tags and other items with a permanent marker. Please be sure to collect your child's nap items and water bottle every Friday to wash over the weekend and return to school with your child the following Monday.

Primary Articles to Bring to School

Please send the following items to school with your child:

- Unless otherwise notified by your child's teacher, extra clothing does not need to be sent with your child. Should your child require a change of clothing, items will be on hand in the classroom.
- **Two large boxes of tissue** to be stored and used in the classroom throughout the year.
- Large box of regular size crayons
- One pair of child's scissors
- **Indoor shoes or slippers** that are stored at school for everyday wear in the classroom. Indoor shoes can be hard to find. Please refrain from sending shoes with characters printed on them as they can be distracting in the classroom. Montessori Movers, Acorn, Karamel Korn and ballet slippers are good options.
- **Rubber boots** that can be kept at the school to be worn on muddy days.
- **Nap mat, pillow and blanket** may be sent for children who take an afternoon nap. **TN DOE standards require nap mats to be at least 2" thick.**

***Please remember to put your child's name/initials on ALL clothing tags and other items with a permanent marker.**

Elementary Articles to Bring to School

- **1 large box of tissue** to be stored and used in the classroom throughout the year.
- **2 boxes of No. 2 pencils** – 2B or 2HB (not #3 pencils)
- **1 box of colored pencils** (Derwent, Prismacolor, Prang are examples of good brands, which can be purchased locally at Jerry's Artarama or online)
- **1 box of notecards or envelopes (colored or plain)** for writing activities and correspondence throughout the year.
- **1 pad of quality watercolor paper**
- **1 pad of Bristol board or drawing paper (80 lb. or more)**
- **1 hardbound black sketchbook (8.5 x 11)** – NO spiral-bound (Art Alternatives brand at Jerry's Artarama or similar quality)
- **1 glue stick**
- **Indoor shoes or slippers** that are stored at school for everyday wear in the classroom. It is ideal for your child's inside shoes to have soft soles so they are not confused with outdoor shoes and worn outside. This helps keep our classroom clean.
- **Rubber Boots or Galoshes** that are stored at school for wet/rainy days. Use of these boots helps keep our classroom clean and also saves your child's shoes from mud!
- **Water Bottle** to be left at school.

***When school begins in the Fall, your teachers may send home an additional list of items needed for the school year.**

Adolescent Articles to Bring to School

- **1 large box of tissue** to be stored and used in the classroom throughout the year.
- **2 boxes of No. 2 pencils** – 2B or 2HB (not #3 pencils)
- **1 box of colored pencils** (Derwent, Prismacolor, Prang are examples of good brands, which can be purchased locally at Jerry's Artarama or online)
- **1 large 3-ring binder with dividers OR 4 small 3-ring binders**
- **2 packs of wide-rule notebook paper**
- **Indoor shoes or slippers** that are stored at school for everyday wear in the classroom. It is ideal for your child's inside shoes to have soft soles so they are not confused with outdoor shoes and worn outside. This helps keep our classroom clean.
- **Rubber Boots or Galoshes** that are stored at school for wet/rainy days. Use of these boots helps keep our classroom clean and also saves your child's shoes from mud!
- **Water Bottle** to be left at school.
- **Elementary** – one book of postage stamps and one pack/book of postcards for writing activities and correspondence throughout the year

***When school begins in the Fall, your teachers may send home an additional list of items needed for the school year.**

Appropriate School Clothing

Children should come to school properly dressed and groomed. Dress should be simple, comfortable and appropriate for school. To foster independence and self-esteem, clothing that can be managed by the child is necessary. Children should be adequately prepared for outdoor activity, even in cold and wet weather. **Please refrain from sending your child to school in costumes, as these are often distracting, restrict movement and can be damaged during play.**

Children love to play outdoors, and only on the most severe windy, cold or rainy days will we stay indoors. **Rubber boots or “galoshes” are great for your child to bring to school on days when the ground may be wet or muddy.**

“Never do for a child what he can do for himself, as every useless aid hinders the growth of the child.”
Maria Montessori

Snacks and Lunches

What people eat is, on one hand, highly personal with roots in culture and even religion. Mead is very aware and respectful of this point in our diverse school community. On the other hand, diet is a major factor for children’s sound growth and development, as well as in how they function, attend, and learn on a daily basis. In addition, eating habits, healthful or otherwise, are established in childhood; therefore, learning about nutrition is an important part of the curriculum for any child.

The points we focus on in this part of the curriculum are objective and scientifically based.

- Certain diet elements are essential for good health, growth, and optimal function.
- Certain diet elements do not contribute to health and, in excess, can be harmful.
- Our country has a crisis of obesity that includes children.
- We live in a society where many distortions of a normal healthful diet are considered “normal,” such as:
 - fast food;
 - eating “on the run”;
 - large serving sizes;
 - high-calorie foods with little or no nutritional value;
 - highly refined foods;
 - foods with high salt, sugar, and fat content.

The principles we strive to promote are:

- appropriately sized servings;
- additive-free foods (learning to read labels);
- low-fat, low-salt, low-sugar, and low-cholesterol choices;
- avoidance of fried foods and trans-fats;
- lots of fresh fruits and vegetables;
- whole-grain foods rather than refined foods;
- whole fruits over juices;
- the importance of fiber;
- protein, whether from meat, fish, beans, or dairy products

Based on this approach, items with excessive amounts of added sugar may be sent home at the discretion of the teacher.

Food is not just the essential “fuel” for our bodies to function and develop; it also, universally, serves a social function. At Mead we strive to promote this aspect of food by conducting snack and lunch time in a way that provides for the social element and the exercise of grace and courtesy:

- setting the table using table cloths or place mats, china, glassware and silverware, napkins, centerpieces, etc;
- setting aside a special place for a few children to eat snack when they wish;
- teaching table manners:
- saying “please” and “thank you”;
- waiting to eat until everyone is served;
- chewing with the mouth closed;
- not speaking with food in the mouth;
- using silverware and napkins properly;
- waiting for others to finish;
- cleaning up and making the table ready for the next person.

The children are learning about the environment and recycling. We encourage the use of reusable containers and the avoidance of excessive packaging.

Children should help prepare their own lunches until they are able to do it themselves. Involving them in shopping, reading labels, and planning meals is important in their ownership of what they eat. The more children know about what is good for them and why, as well as what is not good for them and why not, the more they will be able and willing to make positive choices on their own.

Please pack a lunch for your child each day. The school will provide water to be poured by the children. If you want your child to have milk with his/her lunch, please pack it in a thermos so it may be poured into a glass during lunch. **Please do not send boxed drinks, chocolate milk, or juice.**

Lunch should be packed in a basket (not a traditional lunch box) that can easily be carried by the child. Containers for food items should be simple and as easy to open as possible. Cups with lids, cloth baggies (no plastic), or small thermos containers are fine. Also, little tins, glass jars, or recycled cartons work very well. **Do not send “lunchables,” boxed drinks, bags of chips, or sealed yogurts or puddings.** These are hard to handle, create unnecessary waste and in many cases are not as healthy or economical as items you pack yourself. If you wish to send yogurt, pudding, or chips/crackers - please place an individual serving in a small container that can be resealed, as any uneaten items will be returned to you at the end of each day.

Please do not send food that needs to be heated. If food needs to be kept cool, please pack an ice pack in your child’s basket.

This method of lunch packing ensures that the child will be able to set up their lunch independently and allows them the opportunity to set the table for themselves and their peers on a daily basis. We will provide all necessary lunch dishes and utensils and allow the children to set the table for lunch each day.

Toddler and Primary Snack: Snack is prepared by the children and set out each morning with a specified portion for each item. Vegetable and fruit cutting as well as baking and cooking exercises will be incorporated into the snack preparations available to the children. Ingredients will be provided by the school. Teachers may occasionally reach out to parents to bring specific items. As always, food allergies present to the children within the classroom will be respected and never served to the group.

Elementary and Middle School Snack: Elementary and Middle School students are welcome to pack healthy snacks in their lunch baskets. These snacks can be eaten during the day at the children's discretion.

Aftercare Snack: Please pack an extra snack for your child in his/her lunch basket if you plan for your child to stay in aftercare. All children staying in aftercare will also need to pack a water bottle that should be labeled and may be kept at school.

Food Allergy Policy

The Food Allergy Policy at Mead Montessori School is subject to change each year based on the needs of each classroom. Unless otherwise notified by your child's teacher, peanuts and other nuts are not restricted at Mead. In the event a child or staff member has life-threatening food allergies, parents will be notified of the restricted food policy that is required for their child's classroom. Mead Montessori School reserves the right to implement classroom and/or school-wide policies for peanut and/or other nut-restricted environments.

Sharing at School

Any item of educational interest, which your child wishes to share, is welcome in the classroom. As a general rule of thumb, these items should be either: educational, cultural or handmade. **Please discourage your child from bringing toys, money, gum, makeup or candy to school.** These items will not be shared, but will be put away until the time your child is dismissed.

At our school, verbally sharing an experience is valued highly and encouraged. Discuss with your child any interesting experiences, which he or she might wish to share with the class. Emphasize simplicity and correct terminology. Sharing stories is a vital part of language enrichment and the children love hearing about each other's experiences.

Many children may bring items for sharing on the same day so it is not necessary to schedule a day when items may be brought in. Know however that there is not always enough time for everyone to share each day and sometimes items of interest may stay at school for several days.

Personal Electronics Policy

Personal electronic devices of all kinds are increasingly becoming part of all of our lives. Schools around the world are dealing with the impact of the presence of such devices on school campuses. As a scientist, Dr Montessori was interested in technology: she placed value, as do we, on students' use of technology to support learning at the appropriate time in their development. At times, however, our mission of providing a superior Montessori education is jeopardized when students are distracted by having certain

items at school. The following policy regarding personal electronics is designed to place students and teachers in the best possible position to achieve success in all areas.

Some personal electronic devices such as mobile phones, personal music or video players, video games, cameras, iPads, etc can be a significant disruption to the work of students and teachers. For this reason, Elementary and Middle School students may only use school-issued or approved electronics while on campus. This guideline extends to having such items in aftercare and on school-related trips, except where expressly permitted for the purposes of school-related activities or personal security.

Consequences for a student having a personal electronic device at school will include, at the discretion of the faculty member discovering the device, having the device taken away and returned to the student upon dismissal, or having the device taken away and returned to a parent or guardian. As with any school policy, we strive to preserve the peacefulness and productiveness of the classroom environments. We greatly appreciate your support.

Celebrations

Learning about and sharing celebrations can be a joyful way to understand more about other cultures and foster human unity. Out of respect for the variety of religious and cultural backgrounds that may be present within our school, we try not to emphasize any particular tradition. However, we do observe certain celebrations that are part of the American tradition because children and teachers do like to celebrate together. The seasons are also noted and celebrated at school.

The celebration of your child’s birthday is a very special occasion. In the Toddler class, we encourage parents to send in photos of your child for each year and your child can help his/her teacher share them with the class. In the Primary class, this will be celebrated at school with the “walk around the sun.” The child will carry our globe and walk around a lighted candle one time for each year of his life. Please send a photograph taken of your child for each year, as this will be shared with the class. Parents are encouraged to join this celebration and share stories with the class about the child’s birth and other special birthdays. Please let your child’s teacher know in advance whether you plan to attend your child’s “walk around the sun”. **It is our policy that sugary treats and food of any kind are not shared on your child’s birthday celebration at school.**

If you would like to make a donation of some kind in honor of your child’s birthday you may choose a book from our **Birthday Book Box** or also consult our school wish list for ideas of items that would enrich our classroom. We will inscribe the book or object in honor of your child’s birthday and treasure it for years to come.

Invitations to birthday celebrations outside school will not be distributed within the class unless all the children are invited.

Preventative Health Policies

Please notify the school as soon as you know your child has a contagious disease. If your child has had a fever or has been vomiting within the previous 24 hours, please do not send him to school. We also request that you keep your child out of school if he has a cold that is making him uncomfortable or tired, or the cold could be transmitted by his coughing or sneezing. When a child becomes sick during school hours, we will call you to pick him up early. A current immunization record must be on file at the beginning of each school year, or a signed letter stating reasons for non-immunization.

The following symptoms individually or in combination constitute illness from the School's point of view:

- Temperature of 100 degrees or higher measured with a school thermometer
- Vomiting once
- Diarrhea two times
- Excessive nasal discharge indicating a bad cold
- Persistent cough
- Contagious rash
- Conjunctivitis/Pink Eye (must be on drops 24 hours before return to school)
- Head Lice
- Breathing difficulties related to asthma or allergies

If you see Lice eggs, with or without evidence of live Lice, please do not send your child to school as these eggs could be transmitted to clothes within our classroom or clothing articles belonging to other children. If you are unable to identify Lice eggs in your child's hair, please ask a staff member to help you look for eggs or Lice.

In the event more than 5 children in the class are out of school for the same contagious illness, the school is subject to close for an appropriate amount of time so that the illness can be resolved and not spread further to other children.

The school seeks to form a partnership with parents and work in all ways toward the growth of healthy children.

Testing (Elementary & Adolescent)

Children in the Elementary classroom that are 8 years old and up or that would be in the Third Grade or higher in Public School will be tested according to the standards set forth by the Department of Education for the State of Tennessee. The teacher will prepare the children for these tests by adapting our Montessori lessons and giving them practice tests leading up to the actual tests.

Each spring, beginning in the student's 3rd grade year in our Elementary program, children engage in standardized testing. This past year, we used the Stanford 10 Achievement Test. We strive to keep the testing process as low stress as possible for the students.

Engaging in standardized tests can be seen as "Practical Life" activities for the older child, as standardized tests are a likely inevitable aspect of the educational culture students will be entering when they leave Mead. Dr. Montessori said the greatest goal of the child is to become a total member of their culture; a conscious participant to their time and place. To leave them unprepared for the testing world

would be doing them a great disservice as standardized testing is the typical tool for assessment used in both private and public schools within our culture.

While this form of testing is commonly used, standardized testing is limited in its value for a number of reasons. First, it does not measure much of what we teach: self-reliance, independence, love of learning, the ability to problem-solve, an awareness of science, sociology, and the interconnectedness of knowledge. Secondly, it is not a precise measurement; it is only a "snapshot", testing only a sampling of skills and questions on a particular day, so it has considerable measurement error. Taking something as complex as learning and reducing it to a few numbers is a gross oversimplification.

How do we prepare the students?

We approach these tests as learning experience. We want the children to experience these tests as test taking skill-building and keep the preparation process as low stress as possible. The task in preparing the students for the test lies in helping the children move their knowledge from the emotional pathway to the semantic pathway- allowing them to organize their thoughts to answer correctly. In a Montessori classroom, the assessment or 'mastery' of a concept usually comes in the form of a presentation for their peers, the advancement to the next lesson or a theory paper related to their research. The teachers in both the Elementary and Adolescent programs stay close to the state standards and are sure to emphasize areas that will show up on the tests that may not be covered in our Montessori curriculum; example: Tennessee History. Part of being a skilled test taker is simply being familiar with answering multiple choice questions and filling in bubble sheets. These aspects of learning are generally not stimulating to children and are not features of our classroom culture however we make these activities available to the children so they may choose activities that boost their test taking skills as they would choose other lessons in the classroom. The children are able to take the test in their classrooms, and the tests are facilitated by their teachers. For the 2016/17 school year, we are shifting to an un-timed test (Stanford 10), which should help children feel less pressure and give them plenty of time to think through their answers.

We use the test results diagnostically in two ways: to shed light on programmatic strengths and areas for improvement both overall and by environment; and, to shed light on individual student achievement. The meaning and implications of individual and "average classroom" scores will be discussed by the teaching and administrative staff. Strengths as well as general poor performance that should be bolstered in the general academic program can be pinpointed and addressed. In the case of low scores by individuals, we always ask the question: 'Have we been aware that this might be a challenge for this student and are we addressing it?' As in all discussions, the goal of using test results diagnostically is to do what's best for the children. Test results are but one piece of data we are examining regarding their school experience.

What can parents can do to help?

We feel that the children are prepared to be tested, both academically and in regard to confidence-level. To minimize any anxiety, please help us in down-playing the testing. We speak in terms of "quizzing" and "reviewing" and let the students know that these tests help them become skilled 'test-takers'. Your part will be to make sure your child gets enough sleep and a good breakfast; and that he/she is here and on-time during that week. Your support in keeping conversations regarding testing low stress are immensely helpful. In an ideal world, there would be a richer and more representative measure to children's knowledge and scholastic ability but at this point, helping them navigate the web of standardization is our responsibility.

Student Conduct

Mead Montessori School aims to:

- balance the freedom and responsibility of the individual with the need for cooperation, order, restraint, and goodwill within the group;
- provide an environment where the young person will experience encouragement, affirmation, and community, as well as personal responsibility;
- ensure for each student's physical and psychological safety;
- enable each student to develop a high standard of moral integrity, gained through growth in self-discipline and personal responsibility;
- help students grow into mature, responsible adults;
- maintain a high standard for student behavior that reflects positively on self, family, school, and community; nurture each student with loving firmness, respect, and fairness.

Mead Montessori School expects each student to:

- treat others with dignity and respect;
- treat herself/himself with that same respect;
- respect both the work and the property of others, and to bring only necessary materials to school;
- have consistent attendance and punctual arrival.

In the event that a student fails to meet the expectations above, the following notes describe the usual approach and procedures for working with the student. The school reserves the right to modify these procedures as it sees fit:

- In the event of **minor misbehavior**, the student and teacher discuss and work cooperatively to resolve the problem.
- **Chronic misbehavior** is reported to parents by the teacher.
- **Major misbehavior**, especially that involving injurious behavior, is taken to the Head of School. The Head of School and the parents, along with the teacher(s), and student, as appropriate, meet to resolve the issue.

In the event of major or chronic misbehavior, a student may be excluded from school, suspended, or expelled.

The school expects full parental cooperation in all aspects of the student's life at Mead Montessori School. All rules apply before, during, and after school, and at all times on school outings. We believe that Montessori can be adapted to fit each child; however, the Montessori approach is not always a fit for every parent. Failure to give parental support to classroom behavior corrective endeavors could result in dismissal of your child.

MAJOR MISBEHAVIOR

The school considers the following to be major misbehavior:

- interference with the rights of others, including physically hurtful behavior (such as hitting, punching, kicking, or biting), verbally hurtful behavior (such as teasing, taunts, threats, or intimidation), and bullying, which may occur as either of these types of behavior (see note at end of this section);
- damage to, abuse of, or stealing any school or personal property;
- possession, use, or sale of drugs in the current Federal Controlled Substances Act;

- possession, use, or sale of alcohol, tobacco substances, or inhalants;
- possession, use, or sale of weapons or explosives;
- truancy from school or school activity;
- use of obscene, profane, suggestive, or intimidating written or verbal language;
- repeated disruptive or uncooperative behavior;
- conduct committed off-campus and outside school hours that is illegal or reflects negatively on the school;
- misuse of computer/Internet/local area network (LAN)/email privileges.

The school is committed to working together with the student and the family on issues of conduct. At the same time, Mead Montessori School reserves the right to dismiss any student at any time if, in its sole judgment, the student's continued presence at the school is detrimental to himself, to others, or to the community as a whole.

BULLYING

Given the heightened awareness in the popular press about bullying, Mead Montessori School clarifies its stance regarding such misbehavior with the following addition to its student conduct policy.

Bullying is aggressive behavior that is intentional, is repeated over time, and involves an imbalance of power or strength. Bullying can take on various forms, including:

- Physical bullying – when one engages in physical force against another, such as by hitting, punching, pushing, kicking, pinching, or restraining another.
- Verbal bullying – when someone uses his or her words to hurt another, such as by belittling or calling another hurtful names.
- Nonverbal or relational bullying – when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, gossip, or intimidating another by using gestures.
- Cyberbullying – the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messaging, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve:
 - Sending mean, vulgar, or threatening messages or images;
 - Posting sensitive, private information about another person;
 - Pretending to be someone else in order to make that person look bad; and
 - Intentionally excluding someone from an online group.
- Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
- Sexualized bullying – when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.

Anyone who sees an act of bullying, and who then encourages it, is engaging in bullying. This policy applies to all students, school employees, school volunteers, and school visitors.

All school employees are required to report alleged violations of this policy to the division director. All other members of the school community, including students, parents, volunteers and visitors are encouraged to report any act that may be a violation of this policy. Retaliation against individuals who report such alleged violations is expressly prohibited.

The school will accept and review all reports of bullying. The school will consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Child Abuse and Neglect

Staff members are trained annually on recognizing the signs of child abuse and neglect. In accordance with Tennessee law, any suspected cases of child abuse or neglect must be reported to the TN Department of Children's Services. Child abuse and neglect education will be offered to parents annually. Please contact the office for more information.

Payments

ACCEPTED FORMS OF PAYMENT:

All payments must be submitted by check, cash, cashier's check or money order. Mead does not accept credit card or other electronic forms of payment. Many parents use the Bill Pay feature of their checking account to send monthly check payments to Mead. If using this feature, please direct payments to the main office address: 2647 Bafford Place, Knoxville, TN 37920.

Returned check fee: \$35 (effective 6/1/17)

TAX ID NUMBER: 62-1540004

A summary of payments will be provided to parents for dependent care/FSA accounts by request only. Please submit your request to allison@meadmontessorischool.com. If a summary or receipt is needed monthly, quarterly or annually, you must submit a separate request each month, quarter or year.

RE-ENROLLMENT/REGISTRATION FEE: \$150 (non-refundable)

In January, you will receive Tuition and Fees Schedules for the upcoming school year. In order to reserve your child's position at Mead for the upcoming school year, you will be required to turn in a completed Enrollment Contract along with a **\$150** Re-Enrollment Fee by a certain date. **August tuition is due each year by May 1st.** We will hold your check until the beginning of August. If, over the summer you decide that your child will not be returning to Mead, **written notification is due by July 1st or your August tuition check will be considered non-refundable.**

In the event your child is enrolled for the upcoming school year but cannot start school in August, tuition for August and each subsequent month must be paid in full in order to guarantee a spot will be held for your child. Please contact the Office Manager and Head of School to discuss whether alternative arrangements can be made regarding your child's start date and tuition deposit/payments.

In the event your child has re-enrolled for the upcoming school year but withdraws for a portion of the current school year (ex. month of May), tuition for the missed portion must be paid in full in order to guarantee a spot will be held for your child. Otherwise, your child's re-enrollment will be forfeited and a new application and fee must be submitted in order to get on the waiting list for the upcoming school year.

MATERIALS FEE: Toddler/Primary \$200; Elementary \$250; Adolescent \$500 (non-refundable)

May be paid in full by August 1st, or in two equal installments on August 1st and January 1st.

TUITION PAYMENT OPTIONS:

- **MONTHLY PAYMENT PLAN** - Ten equal installments beginning August 1st and ending May 1st
- **STANDARD PLAN** - Two equal installments on August 1st and January 1st

Tuition is due on the 1st of each month and will be considered **late after the 3rd** of the month, and an **initial \$25 late fee** will be assessed, *with additional late fees in the amount of \$5 per day accruing until paid in full.* Should you find yourself in a situation in which you are unable to pay for your child's tuition, please notify the school as soon as possible. If you have not paid your child's tuition by the 15th of the month, please do not return your child to school until full payment has been made. Thirty days written notice is required if you wish to withdraw your child from Mead. There is a charge equal to one monthly installment if no notice, or less than 30 days' notice, is given, or in the event of dismissal. Pre-paid tuition (multiple months/full year) can be pro-rated on a daily basis for withdrawal/dismissal during the year, excluding the month of May. Mead reserves the right to dismiss any child whose tuition is not timely paid.

***There is no tuition credit for absences, school breaks, snow days, vacation or illness. ***

SIBLING DISCOUNT: 10% sibling discount applies to youngest child's tuition only

BEFORE CARE & EXTENDED DAY

The rate for Before Care is \$12 per day, which shall be paid in the event your child is dropped off anytime between 7:30 and the beginning of your child's arrival window, or a flat rate of \$160 per month. The rate for Extended Day is \$6.50 per hour (billed in 15 minute increments), or a flat rate of \$265 per month. **There is no grace period for late pick-up. If you are late picking up your child (after 5:30), a late fee of \$1 per minute will be assessed.**

***In order to take advantage of the flat rates offered for Before Care and Extended Day, the flat rates must be paid in advance at the beginning of the month with tuition. Otherwise, you will be billed for the daily/hourly rates after the end of each month.**

Dismissal Policy & Withdrawal

Children are accepted into the classroom on a one-month trial basis. If your child does not seem to be adjusting well you will be contacted for a conference to work together on a solution or discuss alternatives. If the Lead Teacher and/or Head of School feels that the program is unsuitable for a child, she shall bring this to the attention of the parents as soon as possible.

Our Enrollment Contract requires a written notification 30 days prior to withdrawal from school. There is a charge equal to one monthly installment if no notice, or less than 30 days' notice, is given or in the event of dismissal. Pre-paid tuition (multiple months or full year) can be pro-rated on a daily basis for withdrawal/dismissal during the year excluding the month of May. Enrollment and materials fees are non-refundable. Mead reserves the right to dismiss any child whose tuition is not timely paid.

Grounds for dismissal include, but are not limited to, the following:

1. Non-adherence to school policies by student and/or parent.
2. Major or chronic misbehavior, aggressive or violent behavior, or any pattern of behavior that adversely affects the learning environment.
3. Non-payment of tuition/fees, or failure to make timely payments.
4. Dismissal is an option if parental and school goals for a child are in irresolvable conflict.
5. Failure to follow proper lines of communication and/or engaging in negative broadcast emails/communication may warrant dismissal from Mead.
6. Incomplete records.

Adolescent Program Handbook

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Adolescent Program Vision

“We might call it a ‘school of experience in the elements of social life.’”

Maria Montessori believed the adolescent needed an environment in which they could experience social organization, have a sense of belonging, and contribute in a meaningful way to their community. Mead Montessori will provide for these needs through land based work and study, community service and organization, and a hands on curriculum, allowing the earth and the community to become their classroom.

Mead’s Adolescent Program offers lessons with practical applications that allow student to improve their communities and feel a greater connection to the land. Students will develop and maintain positive relationships with adult mentors and guides through work that has a clear purpose and allows them to engage in the immediate needs of their community. The outcomes of their efforts impact the lives of not only the students, but the lives of others in their community, which provides a strong sense of validation for the adolescents’ skills and contribution.

Mead Adolescents will be empowered to embrace their talents, responsibly adapt to their evolving independence, and be well-informed contributors of their time. They will be prepared for academic excellence through their creativity, and obtained knowledge. Through adult guidance, peer relationships, and community interactions students will be confident of their place in the world.

Plan of Study and Work

Dr. Maria Montessori's Plan of Study and Work provides a framework that addresses and answers the developmental needs of the adolescent. In this blueprint, she confronts the needs with two cohesive parts of a plan. The first part addresses the moral and physical needs through a prepared environment that allows for social organization. Because the adolescent is finding their role in the adult world, the prepared environment for the adolescent must be one that supports the exploration of this world through social and economic independence. The second part of her plan looks at the educational needs of the adolescent, and focuses on self-expression, psychic formation, and the receiving of human culture. The curriculum utilizes the adolescents’ creativity, need for meaningful work, and empathetic capacity to best teach them. Using this blueprint, Mead Montessori will enact their own Plan of Study and Work to best suit their small, new community in South Knoxville, Tennessee.

Practical Considerations for Social and Community Life

Residence for Young People

At Mead, there will be no true boarding component for the program, but there will be opportunities to experience life away from home. There will be a fall and spring trip. The fall trip is to the Great Smoky Mountains Institute at Tremont. The students will have a chance to plan a spring outing related to their studies and course work over the school year. Additionally, we will be taking trips to conclude some of our physical and creative expressions.

Travel

Dr. Montessori described the development of the adolescent as mirroring that of the infant/toddler. The infant/toddler is busy with the task of development of identity apart from objects around them, and then apart from their closest caregivers. The adolescent is busy with the task of identity development in the context of the larger world—their place in society. In order to accomplish this, they need to be provided with opportunities to try on adult roles, and interact fully independent of the institutions of family and school. Traveling with teachers and classmates provides a valuable context in which to explore positive development of identity within a supportive Middle School community, to contribute to that community in positive ways, and to experience academic work in non-academic (real) settings. For these reasons, parents do not serve as chaperones for Middle School trips.

Travel Policy

All Mead Montessori School policies are followed while traveling. These policies address, but are not limited to the dress code and safety expectations. A student may be asked to leave a school trip if his/her actions, comments, or language:

- compromises the physical or mental safety or well-being of the individual, another person, or the entire community; and/or
- violates the trust of the adult chaperones and guardians in such a way that the activities/functions of the school trip cannot be carried out effectively

Human Development Internships

Care of Community will be implemented in two ways. First, the students will have Human Development Internships where they will apply to help in the toddler, primary, and elementary classrooms. The adolescents will be expected to care for their classroom and school through daily responsibilities and a weekly group work day. Students will also organize community volunteer days, where they will be responsible for reaching out to a community group and arrange that day of service. The Human Development Internships will allow the Adolescents opportunities to interact with the faculty and staff of Mead, solidify their role as leaders in the community, and allow them to participate in meaningful work.

Farm/Land

The farm and land support the developmental needs by providing diverse and meaningful activities. The farm leads to an interactive and deliberate society, which will enable the youth to find their place in the greater world. Mead will implement an urban garden model that will include livestock. The community will develop raised beds, winter low tunnels, chicken houses, and goat shelters. The property will give us freedom to explore what additions will best suit our new community. Responsibility for living plants and animals will give the adolescent community and the individuals a deeper purpose.

IJAMS nature center will provide ample opportunities to explore the water, woods and rocks of the area.

Micro-economy and Store

“Production and change, exchange, are the essence of social existence.” Maria Montessori

Knoxville has a long growing season that will allow the adolescents of Mead to have a harvest to sell at one of our various Farmer’s Markets. A Winter Farmer’s market takes place every other Saturday from January to April. Students will also be selling to our parents at school events and drop off/pick up. Eventually they will incorporate hand made items such as art, pottery, preserved foods, and goat milk soaps into the merchandise. The students will manage their earned money to invest back into the micro-economy and into the Adolescent community.

In order to support our school community at large students will provide coffee houses, meals for the community, plays, music performance, festival, parents night out. The parents-night- out will allow the students to watch younger students in the community one night a semester as a source of income and as part of their study of human development. The students will plan other events to practice grace and courtesy as opportunities and ideas present themselves.

Museum of Machinery

By 2018, our vision is for Mead to have implemented a bicycle repair shop. Because of the school’s proximity to miles of mountain biking trails and greenways, there is ample opportunity for students to start a repair shop. This shop will give the students hands on experience with machines and provide a service to the community.

The students will be responsible for maintenance and care of the garden tools as well as the equipment present in our developing work/art shed.

Educational Syllabus

Self Expression

Creative Expression

Creative Expression can be divided into three sub-categories: Art, Language, and Music. At Mead, Creative Expressions will be held once a week for two hours. During this time, students will explore a different topics for that they have expressed interest in. Local specialists and experts will be brought in, and the teachers at Mead will be utilized as well.

As the program is developing, the students will start to construct their own art space, where they will have access to different creative expressions such as woodshop, poetry, pottery wheel, screen-printing, and a dark room. Eventually the products produced in the art space will be a part of the micro-economy. The students will be exposed to art through the Knoxville Museum of Art, First Friday Events, the Knoxville Symphony, and going to the Theater.

Physical Expression

Physical Expression will also be held once a week for two hours on a rotation. Knoxville is close to many outdoor activities; this is what we will be exploring during this time. We will have courses in different recreational activities that will sometimes be followed by a practical application of this on a trip. For example; a six-week expression of outdoor skills and backpacking would culminate with a weekend excursion backpacking through Big South Fork National Recreation Area.

Psychic Development

Dr. Montessori talks about one's mind and soul, or the psyche, as Psychic Development. This area addresses the innate human capabilities: moral education, language, and mathematics.

Moral Education

Moral Education is interwoven to the social considerations and community aspects of life at Mead. It is an essential part of the Montessori education, because we are preparing the students to be conscious and caring adults. Through the interactions with their peers and guides, community service, and seminars; they are acquiring the skills needed to be compassionate and principled members of society.

Language

Language is integrated naturally into all aspects of the curriculum as students read, write, spell, present, analyze, create, sing, and teach. Because development of written and oral skills requires constant use and practice, students are given boundless opportunities to explore language through its many forms. Through workshops, novels, book groups, poetry, seminars, biographies, reports, and performance art, language skills are honed in a variety of ways. Additionally, Spanish Language exposure will occur weekly with classes from a local specialist.

Mathematics

Mathematics will be taught through inquiry, project based learning, and instruction. Students will be learning functions, expressions, and equations with Algebra, Geometry, and Statistics. In addition to this instructional time, there will also be weekly workshops open for the exploration of math, seminars, and mathematics integrated into the occupations, micro-economy, and humanities.

Preparation for Adult Life

This part of Montessori's Educational syllabus was described in three separate parts- The Study of Earth and Living Things, The Study of Human Progression and the Building Up of Civilization, and The Study of Human History.

The Study of Earth and Living Things

At Mead, the natural science will be learned through the occupations. The problems they will be solving will relate to the development and implementation of the gardens and care of animals. The students will also use the nature preserve to explore water issues and the land.

For example; during spring and winter gardening the students will study biomes, cell structure, genetics, atmosphere, energy flow, and interdependence. During the chickens occupations, the students could explore the chickens and study heredity, classification of organisms. Perhaps the student is more interested in building the coop and would study basic physics, machines, and forces and motion. Ijams Nature center lends itself to ecology, hydrosphere, weathering, and the rock cycle. With the land as the foundation, the knowledge we can build is endless.

The Study of Human Progress and the Building Up of Civilization

Technology is an important aspect of today's humanity. At Mead, technologies role will be discussed and examined in both humanities and occupations. It will be used only to enhance the learning environment at Mead. Through seminars and studies we will look at the proper use of technology in present day and in the past. We will see how inventions and discoveries have shaped our earth, and look at how our current technology is shaping our future.

The Study of the History of Humanity

Our school and the community of Knoxville have historical significance. The adolescent students will explore and contribute to the area to have a better understand of Place and to feel a greater connection to the world.

Students will have an interactive, project based Humanities course that allows them to delve into social and moral roles to help shape themselves. Students will dive deeply into the studies of people in particular times and places. The study of people at particular times focuses particularly on the challenges faced by people of different time periods and what they created to further the progress of Humanity. By looking at Early Human Cultures, Emergence of Society, Societies in Transition, and Issues of the Modern World, students will get a complete view of the world and how humanity has come to this point. Through history, the Adolescent student is able to use their understanding to anticipate the needs of the future and understand their emerging place in the world. Mead will connect the students to the past so they will have a better understanding of the future.

Staffing

Ellen Baker- Lead Teacher
Zach White- Co-teacher

Parent Partnership/Communication

Even as students show us with their behavior that they are ready for more independence and responsibility, they still need our guidance and support. We are committed to building a strong partnership in support of each student in the Middle School .We believe the best way to achieve this partnership is through shared goals, effective communication, and involvement by all parties.

One great way to stay informed is to observe in the Middle School. If you would like to see the students and teachers in action, please schedule observations with Middle School instructors. Due to the active nature of the program, teachers are not able to accommodate drop-in visits. For an urgent issue during the school day, please call the school office.

Students maintain a daily planner to keep track of assignments and assessments. Any questions that arise regarding academic or social issues should be directed to the classroom instructors. Email is the preferred method, but calls to the school and notes are also fine.

We realize that parents have a genuine interest in supporting our program and we are extremely happy and grateful for your support. It is impossible to enumerate each task a parent could undertake to partner with teachers in the process of guiding an adolescent, as parents will and have found many more methods for assisting student development. We hope that these suggestions provide a starting point for parents in support of their adolescent daughters and sons

- Support the expectations developed by the Middle School community. These expectations include preparedness for daily activities, promptness, and respect for individual and community needs
- Listen as your adolescent describes struggles and challenges. Express confidence in your adolescent's ability to learn from and resolve such situations, and allow your adolescent to use appropriate support systems. When in doubt, seek clarity from a member of the Middle School team.
- The Middle School team is trained to recognize and respond to the needs of the adolescent. Trust that, at the Middle School level, as in previous levels, the faculty is guided by an understanding of the needs of adolescents.
- Communicate concerns, successes, and changes in home life to the Middle School teachers.
- Participate in school activities.

Mead Montessori Adolescent Daily Schedule

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:15-8:30 Arrival and Morning Prep	8:15-8:30 Arrival and Morning Prep	8:15-8:30 Arrival and Morning Prep	8:15-8:30 Arrival and Morning Prep	8:15-8:30 Arrival and Morning Prep
8:30-9:00 Typing/SSR/Morning Work	8:30-9:00 Typing/SSR/Morning Work	8:30-9:00 Typing/SSR/Morning Work	8:30-9:00 Typing/SSR/Morning Work	8:30-9:00 Typing/SSR/Morning Work
9:00-10:15 Math	9:00-10:15 Math	9:00-10:00 Microeconomy	9:00-10:15 Math	9:00-10:00 Seminar
		10:00-10:15 Snack		10:00-10:15 Snack
10:15-10:30 Snack	10:15-10:30 Snack	10:15-11:45 Creative Expression	10:15-10:30 Snack	10:15-11:30 Workshops/ Science Occupations/ Humanities
10:30-11:30 Language Arts	10:30-11:30 Language Arts		10:30-11:30 Language Arts	
11:30-11:45 Mid Day Meeting	11:30-11:45 Mid Day Meeting		11:30-11:45 Mid Day Meeting	
11:45-12:45 Lunch and Recess	11:45-12:45 Lunch and Recess	11:45-12:45 Lunch and Recess	11:45-2:00 Science Occupations/ Humanities	11:30-1:00 Lunch, Reading, Joint Recess
12:45-3:15 Science Occupations/ Humanities	12:45-3:15 Science Occupations/ Humanities	12:45-1:15 Reflection		1:00- 3:15 Community Work and Microeconomy
		1:15-3:15 Physical Expression		
			2:00- 3:15 Spanish	
3:15-3:30 Practical Life	3:15-3:30 Practical Life	3:15-3:30 Practical Life	3:15-3:30 Practical Life	3:15-3:30 Practical Life

Evaluation and Assessment

Middle school is a time for students to continue exploring personal interests and to take on more responsibility of their academic work. With this as the norm outlining expectations leading to meaningful work is the standard. To provide for improvement, assessment and feedback become an integral part of this process. Students are supported in the classroom by subject area instructors who function as guides, mentors, and coaches on the student's path toward independence. The teachers provide feedback in narrative and grade form to give students feedback on the progress of their work. The work students do is specific to the context of the lesson and the feedback is also specific to the work and the standards the teacher feels the student is exemplifying during each lesson. Grades will be issued as A, B and Incomplete. When a student is issued an Incomplete on an assignment, it is up to the student and classroom guide to determine the length of time needed for the student to complete their work or project.

Students take standardized tests in the Spring to help determine current academic levels and to gain test taking skills. While the school regards these tests as reflections of how the student is currently performing it does not encompass who the student is as a whole. The daily feedback received is a much more accurate and beneficial indicator of each student's strengths and potential areas of growth lines.

Quizzes, pre-tests and tests will be given periodically over the course of each semester to help the teachers assess the students' retention related to the relevant subject matter.

Technology

Personal electronic devices of all kinds are increasingly becoming part of all of our lives. Adolescents are no exception. Schools around the world are dealing with the impact of the presence of such devices on school campuses.

As a scientist, Dr. Montessori was interested in technology: she placed value, as do we, on students' use of technology to support learning and to be used as a tool to enhance the learning experience. Our mission of providing a superior Montessori education can be jeopardized when using technology in ways that are unproductive or directionless distracts students. The following policy regarding personal electronics is designed to place Mead students and teachers in the best possible position to achieve success in all areas.

Personal Electronics Policy

Personal electronic devices can be a significant disruption to the work of students and teachers. For this reason, Mead students may only use school-issued electronics while on campus. This guideline extends to having such items in After-Care, and on school-related trips, except where expressly permitted for the purposes of school-related activities or personal security such as on trips or other outings in the community.

Consequences for a student having a personal electronic device at school will include, at the discretion of the faculty member discovering the device, having the device taken away and returned to the student upon dismissal, or having the device taken away and returned to a parent or guardian.

Technology Policy

Technology resources at Mead are provided for the purpose of supporting the educational mission of the school: to promote educational excellence by facilitating resource sharing, research, communication,

increased productivity, and mobile learning. Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies

Mead houses laptops available for students use in the Adolescent classroom The laptops are intended for conducting research; composing essays, reports, and other documents; and completing class- and homework. Use of the laptops for other non-educational purposes is considered misuse.

Appearance Policy

General Appearance

- Students should have clean hair, bodies, clothing, and shoes They should take care of other hygienic norms such as brushing teeth and styling hair
- Students may not chew gum during the school day

Clothing

- All clothing must be neat, clean, and in good repair
- Garments that fall above the mid-thigh or fail to cover the shoulders, torso, pelvis, and upper thighs are not permitted Muscle shirts, undershirts, and “top-layer” garments that do not cover undergarments are also not permitted
- Shirts must be worn at all times
- Hats or head coverings (except those worn for religious obligation) must be removed for meetings, meals, and lessons
- Clothing should be appropriate for the day’s activities and weather
- Outdoor garments such as outdoor coats should be removed upon entering a building

The staff reserves the right to make decisions about the appropriateness of an individual’s dress in a school context.

Clothing Guidelines

School Day

- Garments that cover the body from the shoulders to at least the mid-thigh
- Clothing appropriate for the weather and circumstances

Physical Fitness

- T-shirt, Sweatshirt, Shorts, Fitness-appropriate pants, Athletic shoes

Appearance That Is Not Acceptable

- Pajamas
- Clothing with images or words depicting violence, tobacco, alcohol, or drug-use
- Clothing with images or language others might find offensive
- Bare midriff
- Clothing that reveals undergarments
- Swimwear (unless swimming)

Special Needs of Students

Student needs will be met on an individual basis. Mead will work with the students to meet them where they are at within classroom limitations. Both the needs of the adolescent and the community will be considered during integration of the special needs student into the classroom. Mead wants every student to be successful, and will work with the parent to make sure their student's education is leading to a healthy integration into society.

Harassment and Threats

All members of the Mead community have a right to work, learn, study, and play in a safe and caring environment. Students, parents, and staff members have a responsibility for creating and maintaining such an environment. Every member of Mead is expected to model respectful behavior and work to eliminate disrespectful behavior from the community either by confrontation or reporting. Individuals in the community further agree to share in the role of the protection of each person in the community from harm and to engage in the vital work to create a community of safety and trust.

Any action, whether verbal or physical, that either intentionally or unintentionally causes a feeling of intimidation, abuse, or threat is considered harassment and is not permitted at Mead. Harassment includes: hazing, bullying, sexual innuendo, offensive jokes, or degrading comments about a person's religious beliefs, sex or gender. Sexual harassment is harassment related to a person's gender, sexual identity, or sexual orientation.

Any student who feels threatened or harassed, or witnesses harassment or a threat should report it immediately to a staff member. The staff member will work with other members of the school and the head of school to clearly identify the issue and to facilitate a swift, safe, and appropriate resolution. In the case of more egregious offenses, the school reserves the right to initiate more formal investigative and/or disciplinary process. In some instances, this will include using resources beyond the school. When possible, faculty will respect the privacy of all individuals involved in claims of threat or harassment, but acknowledges that it is not possible in all situations.

Explicit Material

Written material, music, images, or lyrics that are racist, sexist, sexually provocative or explicit, or otherwise inconsistent with Mead principles of propriety and respect, are not permitted, and may be confiscated by staff. Disciplinary action may also be warranted and is at the discretion of the staff.

APPENDIX



Standards for School-administered Child Care, Chapter 0520-12-01 SUMMARY

Program Organization and Administration, 0520-12-01-.05

- A Child Care Center must have an adequate budget. General liability, automobile liability, and medical payment insurances must be maintained on all properties and vehicles owned or operated by the program.
- Children's files must include a complete application, an official immunization record (exceptions do apply), and health history.
- On-going parent communication is expected. Programs must provide a parent handbook with the policies, procedures, and the TDOE requirements, chapter 0520-12-01. It is expected that parents sign for receipt of the policies and requirements, and this would be kept in the child's file. All parents shall be given a pre-placement visit opportunity.
- Parents must have access to all areas of the center when their child is present.
- The parents must receive an educational program regarding child abuse detection, reporting and prevention.
- A written plan must be in place for the release of each child, this should include individuals who are allowed to pick up the child at the end of the day or any given time by the parent.
- Children must be signed out of the program by the custodial parent. Staff may require to see a person's identification when releasing a child from the program.
- Injuries and incidences will be reported to the parent as soon as possible or at the end of the school day. This shall be documented in the child's file.
- Staff records must be kept on each employee that includes educational background, reference checks, TBI check, in-service training, physical exams and performance reviews.
- If the center provides transportation, the driver should be appropriately licensed, have a drug screening on file, and certificate of CPR/First Aid, there must be liability insurance and the children must have adequate space and supervision. Transportation provided by the center or under center authorization shall comply with state law.
- Programs must have the current Certificate of Approval posted where parents and visitors can easily see it, along with the Department of Human Services childcare complaint number and the Department of Children's Services Child Abuse Hotline number.
- No smoking must also be posted in a conspicuous manner.
- A copy of the state board rules (chapter 0520-12-01) must be maintained in a central space and available to all staff and parents.

Program Operation (Supervision), 0520-12-01-.06

- Careful supervision of each group is expected at all times and suited appropriately for each age grouping.
- Adult:child ratios and group sizes must be followed.

Single-age grouping chart:

AGE	GROUP SIZE	ADULT:CHILD RATIO
Infant (6wks-12 m)	8	1:4
Toddler (11m-23m)	12	1:6
Two (2) years old	14	1:7
Three (3) years old	18	1:9
Four (4) years old	20	1:13
VPK, 619, PDG	20	1:10

Multi-age grouping chart:

AGE	GROUP SIZE	ADULT:CHILD RATIO
Infant – 18 months	8	1:4
18 – 36 months	16	1:8
3 – 4 years old only	20	1:10
3 – 6 years old*	24	1:13

*Not including first grade children

- Group sizes must be maintained in the classroom, but classes may combine while outdoors, in common dining areas, or common napping areas.
- Each group must have their own space. Infants cannot be group with children older than 30 months; a separate area must be provided for infants and toddlers.
- At naptime, ratios may be relaxed for groups (except for infants and toddlers).
- A written playground supervision plan is required.
- Field trips requires adult:child ratios to be doubled. Swimming has a separate ratio chart and the life guard is not included in the ratio.

Staff, 0520-12-01-.07

- All programs must have a director and enough teachers and staff to meet the required ratios for adequate supervision.
- Staff must be physically, mentally and emotionally stable to work with children and have knowledge of early childhood behaviors and development.
- Teachers and assistant teachers must be 21 years of age if hired after June 30, 2017. Any staff member under the age of 21 must be supervised by an adult, except for before and after school programs.
- All new staff must complete 2 hours of orientation before assuming duties and receive annual instruction in early childhood topics that are required in this chapter section.
- The program must maintain written documentation that each employee has read the full set of all applicable rules.
- A copy of the entire rules must be maintained and readily accessible to all employees.
- All staff must have a criminal background check upon hiring and must be cleared before assuming duties. A new fingerprint sample is required every 5 years for all employees.
- A director shall be responsible for the day-to-day operations, shall be physically present in the facility for at least half the hours of operation, be at least 21 years of age, and follow the qualification guidelines listed in this chapter section.
- An assistant director may be designated in charge when the director is absent.
- All directors, assistant directors, teachers, assistant teachers, and other staff working directly with the children must have professional development training. 24 hours is required for the 2017/2018 school year and 30 hours is required for the 2018/2019 school year and beyond. At least 6 hours of this professional development must be in developmentally appropriate literacy practices.

Program, 0520-12-01-.09

- Educational activity must be developmentally appropriate for the age and ability of the children enrolled. (See TN-ELDS for Birth-48 Months and TN-ELDS for 48 month-Kindergarten)
- Any technology used by the children must be reviewed by staff, approved by parents, and shall not exceed 2 hours per day.
- Children shall not be left in restraining devices (swings, car seats, high chairs, etc.) for periods longer than 30 minutes.

- Children should have opportunities to play together and also alone when they choose to do so.
- Personal safety must be taught each year for children ages 3 through school age.
- Outdoor play must be provided for all ages who are in care for more than 3 daylight hours, weather permitting (temp ranges 32-95 degrees).
- Behavior management and discipline must be reasonable and age appropriate. Spanking or other corporal punishment is not allowed. Timeout must be based on the age of the child and take place in an appropriate location.
- Children shall not be in care for longer than 12 hours in a day.
- Routines such as snack, meals, and res shall occur at approximately the same time each day.

Health and Safety, 0520-12-01-.10

- A first aid kit must be on the premises and a comprehensive first aid chart or list must be available.
- There must a staff member present at all times who has a current certification in CPR and first aid training.
- A written plan to protect children during disasters is required. Drills must be practiced and documented each month. At least one drill must be practiced during extended care hours.
- Smoking and the consumption of alcohol are not allowed on the premises of a child care program.
- Firearms are not allowed on the premises or in a vehicle used to transport children.
- Kitchen knives or other potentially hazardous tools must be kept inaccessible to children.
- Staff's personal belongings must be kept inaccessible to children.
- Emergency contact numbers must be listed and posted near all telephones.
- Conduct regular morning health checks of each child and notify parents immediately when a child is sick or injured.
- Medication may not be given to any child without the written consent of the parent/guardian.
- Safe sleep practices for infants must be followed:
 - Infants places on their back to sleep, in a crib or pack 'n play with only the sheet. Soft bedding for infants is not allowed.
 - No swaddling or wrapping in a blanket.
 - Infants must be touched by a teacher every 15 minutes to check breathing and body temperature.
 - Infant room teachers must have SIDS and safe sleep training before reporting for duty.
- Hand washing and diapering procedures must be followed to minimize the spread of germs in the classrooms.
- Developmentally appropriate equipment that is in good repair and easily cleaned is required. All manufacturer's safety instructions must be followed.
- Electrical cords and outlets should be inaccessible to the children.
- Children must have a place to store their belongings that minimizes the spread of germs.
- Each child must have their own napping equipment (2" thick mat or cot; sheet or cover for the mat; and a coverlet for their body)
- All staff must report reasonable suspicions of child abuse to DCS hotline number or local law enforcement. Annual training for this is required.

Food, 0520-12-01-.11

- Children will receive meals based on the amount of hours spent in the program.
- Food should not be forced or withheld from children.
- Infants must be held while bottle feeding and bottles may not be heated in the microwave.
- Special diets and instructions must be provided in writing.
- A menu must be posted each week. Changes to the meal must be documented before the meal occurs.
- Teachers and children must wash hand when handling and eating food.
- All eating surfaces must be washed with soapy water and sanitized before eating and after eating.
- Children must be seated at appropriately sized tables and adults must closely supervise them while eating.
- Milk must be placed in the refrigerator immediately after it is served. All formulas remaining in bottles after feeding must be discarded.
- Highchair manufacturer's restraints must be used.
- Food must be properly handled and stored to protect from it contamination.
- Milk and perishable food must not sit on the table longer than 15 minutes before being served.

Physical Facilities, 0520-12-01-.12

- All facilities must pass an annual fire inspection and health inspection.
- A working telephone is required.

- A minimum of 30 square feet of usable indoor play space for each child is required.
- The area must be clean and safe for the children to use.
- A minimum of 50 square feet per child is required outdoors.
- The outdoor area must be fenced.
- Outdoor play equipment must be age appropriate for the group of children.
- Outdoor equipment must be placed to avoid injury and have a proper amount of resilient surfacing material to cushion a fall.
- The outdoor playground must be properly maintained with a written playground maintenance plan. A pre-play inspection is required before children play outdoors.
- Drinking water shall be provided in all occupied rooms.
- Adequate temperature must be maintained in all classrooms.
- Classroom pets must be kept in a clean cage and kept away from food storage or food preparation areas.

Transportation, 0520-12-01-.13

- All transportation laws must be followed at all times and are defined in State board of education Pupil Transportation Rule 0520-01-05-.01 (2).
- Liability insurance coverage is required on all vehicles.
- 15 passenger vans are strictly prohibited.
- Proper child passenger restraints are to be used when transporting children in passenger vehicles.
- All school bus drivers must be properly licensed, have received a background check through the department, complete an annual physical and mental exam, complete annual school bus driving training, and complete CPR certification.
- Adult monitors in addition to the driver may be needed to properly supervise children while in route.
- Passenger logs must be kept and inspection of vehicles at the end of the route is required to insure no child is left inside.

Care of Children with Special Needs, 0520-12-01-.14

- When children with special needs are enrolled, all reasonable and appropriate efforts shall be made to provide those children equal opportunity to participate in the same program activities as their peers.
- Adaptations to the environment shall be directed toward normalizing the lifestyle of the child with a disability by helping him/her become independent and develop self-help skills.
- The program shall inform parents of any specialized services available from the program, and if the program is aware of any specialized services available through third parties, shall additionally inform the parent of such services.
- Governing agency shall develop policies and procedures, in accordance with 0520-01-09-.23, governing personnel authorized to use isolation and restraint, training requirements and incident reporting procedures.

School-Age Before and after School Programs 0520-12-01-.15

- All staff shall be 18 years of age.
- Professional development training hours are required: 18 hours for directors and 12 hours for staff.
- Ratio for Kindergarten-12 years old is 1:20 and for 13 years and older is 1:30.
- Ratio and group size requirements when pre-k is enrolled in the program

AGE	Group Size	Adult: Child Ratio
Including 3 year olds	15	1:10
Including 4 year olds	20	1:12

**COMPLAINT HOTLINE: (LONG DISTANCE) 1-800-462-8261
(NASHVILLE AREA) 615-313-4820**