MARIA
MONTESSORI ACADEMY

Junior High Handbook

6th - 9th grade

Handbook Contents

Mission and Vision Statement
- Collective Commitments
- Essential Montessori Secondary Practices
- Student Compact

Calendar and Schedule

Fee Schedule

Foundations of Academic Study
- The Role of the Junior High Advisory Class
- Class Work
- Homework
- International Festival, History Fair, and Science Fair
- Socratic Dialogue
- Service Learning
- Field-Based Experiences
- Grading

Academic Course Descriptions
- English Language Arts (ELA)
- Social Studies
- Math
- Science and Engineering Education
- Nutrition, Health & Human Sexuality Education
- Physical Education
- Electives
- Extracurricular Activities

Routines and Expectations
- Integrity, Respect, and Responsibility
- Dress Code Guidelines
- Electronic Devices Policy
- Plagiarism
- Lunch and Snacks

Family Communication
- Communications between Family and School
- Survey And Data Collection
- Family Conferences
- Absences and Tardiness
- Communications Concerns, Grievances and Solutions
- Bullying and Hazing Policy

Family Notice

Mission and Vision Statement

The mission of Maria Montessori Academy Junior High School is to provide an individualized education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal, and social achievement, thereby preparing students to become constructive contributors to their community. Our students will naturally take their place in society when we have helped guide them towards their authentic self – a society that will have a greater chance for liberty and hope because our children are its members. We believe the world will be a better place because of our students.

Founded in 2013, the Junior High Program serves 6th, 7th, 8th and 9th grade students through a dynamic curriculum designed to promote higher independence and critical thought through a connection to nature and community. We develop hands-on experiences to motivate learners of varied backgrounds, interests, and talents. We value curiosity, creativity, and hard work. Our small classes permit teachers to find their students' strengths and insist on their best efforts. We are committed to the success of every student. Through Socratic dialogue, field experience, work-study, expert lecturers and hands-on exploration in the natural world and in the classroom our students become self-reliant, self-motivated and self-confident learners.

Our teachers are mentors that provide guidance, examples, and instruction, not only in academic disciplines but in social demeanor as well; including Grace and Courtesy lessons and commitment to community. Under the mentorship of our highly trained teachers, students have the excitement and motivation to develop projects based on their own interests, as well as school assigned projects while simultaneously meeting, or exceeding, the Utah Core Standards. They are also offered opportunities to join clubs and committees to explore further interests, as well as work with a variety of students and exercise executive skills in real life practices. The ideal result of such an education is to develop and shape the child into an ideal citizen of the world.

Diversity Statement

MMA Junior High is committed to diversity in an educational environment of responsibility, mutual respect, and empathy. We value individuals whose differences include, but are not limited to, age, ethnicity, family structure, gender, learning style, physical ability, race, religion, sexual orientation, and socioeconomic status. Fulfilling this mission is an ongoing process requiring active participation and frequent dialogue. All members of our community are expected to keep their minds and hearts open to difference as a source of strength and a means of growth.

Collective Commitments

Goals For Students

In order to become intellectually curious and self-reliant, Junior High School students must develop a strong academic foundation and critical thinking skills.

As part of the MMA School community, a Junior High Student is expected to:

1. Take responsibility for their work.
2. Adjust to different teachers' styles and expectations.
3. Face challenges and work toward overcoming obstacles that may come with building a strong academic foundation.
4. Respect all members of the school community: students, faculty, and staff.

5. Discover who they are and learn to cultivate their strengths and talents, while still complying with school policies and participating actively in the culture of the school.
6. Participate actively in not only the community life of the school, but their wider city and state community as well.
7. Follow all safety procedures and school policies.

Goals For Parents

The school expects to work in partnership with parents in support of the education of their child as they become increasingly confident and independent.

This partnership is achieved when parents:

1. Become educated in and trust the Montessori educational philosophy and support the faculty as they set standards for both the intellectual development and the personal behavior of each student.
2. Establish schoolwork as a priority at home and provide time and space for study.
3. Stay well-informed about the school program and their child's progress by reading regular communications, attending parent education nights or events, teacher conferences, and other parent events.
4. Communicate with the school through your child's teachers, whose role is to oversee each student's educational development.
5. Respect the school schedule by assuring your child's prompt and regular attendance.
6. Follow all safety procedures and school policies.

Goals For Teachers

MMA strives to create a collaborative community full of educators who are passionate about the work they are engaged in at MMA. Teachers are devoted to the ongoing education of themselves and their students. They are committed to excellence and demonstrate this in the following ways;

1. Teachers model for students what an ideal citizen of the world looks like.
2. Teachers provide meaningful curriculum and field experiences that provide students with examples and real-life exposure to the wider world.
3. Teachers share their passion for learning through diverse learning experiences and activities.
4. Teachers build relationships with each child and put the child's needs before the curriculum.
5. Teachers establish high expectations for student behavior and quality of work.
6. Teachers Inspire students to examine the world and make it a better place.
7. Teachers guide students through the process of acquiring critical thinking skills; helping them learn practical self-management techniques as they become self-directed learners
8. Teachers maintain excellence through active participation in ongoing learning opportunities, keeping current knowledge of curriculum standards and technology. They adapt and practice that knowledge in the classroom.
9. Follow all safety procedures and school policies.

Essential Montessori Secondary Practices

Classroom Environment

- ☐ Classroom set up encourages multiple uses: group work, independent work, lessons, seminars, research, etc.
- ☐ Multiple learning activities occur simultaneously.
- ☐ Has posted the community or advisory jobs/responsibilities for maintaining a clean, beautiful, and well-cared-for learning environment.
- ☐ All displays (student work, procedures, signs, labels, etc) are carefully selected, purposeful, and beautifully posted.
- ☐ Classroom has structures and procedures in place for organization (turn in bins & procedures, material storage, binder tabs or color coded folders, etc).
- ☐ Everything has its place; clutter is not evident.
- ☐ The classroom atmosphere is warm and inviting.
- ☐ Materials and supplies are well cared for and in good condition.
- ☐ Students and adults move purposefully; they are respectful of the working environment and work spaces. Always walking around work areas and perimeters of gathering circles.
- ☐ Students and adults speak appropriately for the situation, always using the quietest voice possible and never speaking over others/across the room.
- ☐ There is a productive "buzz" in the classroom. Students who are off-task redirect themselves quickly; when redirecting each other they do so kindly and appropriately.
- ☐ Students have pen/cil, binders, notebooks, or paper to take notes during meetings, lessons, and presentations.
- ☐ The use of cell phones, smart watches (as a communication device), and ear pods are not allowed during school hours.

Teacher

- ☐ Actively teaches, observes, and circulates at all times.
- ☐ Adults and students stop, face the speaker, and listen when the group is being addressed.
- ☐ Works to redirect inappropriate behaviors and activities in a calm & respectful manner; de-escalates rather than incites.
- ☐ Presents a variety of lesson types: mini-lesson, weekly seminar, whole group, small group, group initiatives, other.
- ☐ Classroom climate is one of respect, friendliness, and openness.
- ☐ Has a plan and documentation for implementing student led conferences twice a year.
- ☐ Has procedures for regular and frequent parent communication regarding student performance.
- ☐ Implements and maintains effective recordkeeping systems. (anecdotal records and data collection for skill development, work completion, differentiated work, etc).
- ☐ Provides a variety of assignments so that grades are an accurate reflection of student learning.

Procedures exist for each of the following (as evidenced by student behavior)

- ☐ Entering/Exiting classroom
- ☐ Beginning work
- ☐ Organization
- ☐ Requesting lessons and reassessments
- ☐ Using controls to check work
- ☐ Mindfulness practices to teach focus and concentration

- ☐ Restoring the environment
- ☐ Transitions - Appropriate hallway behavior is essential to transitioning to class on time.

Academics

- ☐ Clear objectives are tied to all lessons/activities/projects and are shared in writing with students. Students should be able to explain the purpose for all work.
- ☐ Cycle theme is posted and "alive" for students
    - ☐ On the study guide
    - ☐ In kick-off and culminating lessons
    - ☐ Through essential questions
    - ☐ Debriefing after group initiatives
    - ☐ Articulated connections to daily academic work, etc.
- ☐ Interdisciplinary connections are present in many lessons, activities, and projects.
- ☐ Students teach each other.
- ☐ Project work includes clearly articulated steps & due dates, multiple components (research, drafts, paper, captions, artwork, product, performance, etc) supportive lessons and rubric.
- ☐ Student self-evaluations are used for major projects, processes, and papers as well as for leadership skills, seminar participation, and homework completion.
- ☐ Checklists that provide choice and take into account learning styles, modalities, and/or abilities are used.
- ☐ Cycles of study are complete and organized.
- ☐ Has a schedule that provides blocks of time for instruction, choices, and work.
- ☐ Has instruction and support for service-learning and service as part of every cycle.
- ☐ Has a micro-economy component that is focused on occupations.
- ☐ Has an erdkinder experience (fall camp, gardening, stewardship, etc) for all students.
- ☐ Has procedures for regular and frequent parent communication regarding Montessori secondary practices (thematic curriculum, field studies, fundraising, etc) and adolescent development.

(Adapted from Cincinnati Montessori Secondary Teacher Education Program field supervision form)

Junior High Student/Parent Compact

Our junior high program strives to be a unique learning environment. We seek not only to provide the highest, most complete academic environment for each student, but also to form a human community that nurtures an atmosphere of caring and promotes an inclusive social climate. We strive to be a community of adults and adolescents who respect each other's deepest personal and human qualities.

Following the Montessori philosophy, we have arrived at several goals:

- **Learning-** We define learning in the broadest sense. We ask and expect commitment to each learning area: academic, field study, service, relationships, and community building.
- **Community-** We strive to shape, foster, and nurture relationships that build community.
- **Hard Work-** We value hard work. We respect and appreciate the effort and willingness to meet difficult challenges.
- **Respect-** Demonstrating respect and care for others is essential. We strive to act considerately to ensure that regard for others' feelings and property is evident.
- **Peace -**We strive to be a community that values the complex global and personal aspects of peace.

Each Maria Montessori Academy Junior High school student, as they grow and mature, assumes more responsibility for supporting the values of the community. Students makes five special promises:

1. **The promise to build community**. This means that students at MMA agree not to form cliques or become dependent on their friends to the exclusion of others. Each MMA student promises to value friendliness, openness, and helpfulness to every other student. Each MMA student promises to act in ways that demonstrate the above stated values to others. This promise also includes following school policies and classroom expectations.

2. **The promise to be guided in the dealings with others by the principle of human-heartedness**. We make a commitment to value and respect each other as individuals. Students at MMA promise to strive to understand the unique personal and human qualities of others.

3. **The promise to prioritize academic success.** Students at MMA are expected to come to school on time and ready to learn. This also includes setting aside one hour on school nights at least 5 nights a week for study, reading and the completion of homework on time. Each MMA student is expected to work hard at meeting educational challenges.

4. **The promise to participate in unique learning opportunities offered at MMA (such as field studies and student-led conferences) with a positive attitude and vigor**. Students at MMA understand that overnight field experiences are unique requirements to MMA and serve to fulfill Maria Montessori's vision of learning beyond the classroom. MMA students are expected to participate in preparation activities as well as actual events, which may extend the regular school day into evenings and weekends.

5. **The promise to participate in community service**. This means that students at MMA are expected to fulfill ten hours of community service, or five hours per semester, and to submit written documentation attesting to this service. Service hours are to be completed in a variety of settings beyond school hours, serving the family, the school, or the broader community. Students should expect to receive no financial compensation; service is to be completed for the benefit of others rather than of self.

We each agree to work diligently to meet all the terms of this agreement. Upon signing this agreement students, parents and teachers are agreeing to support the above goals and promises. Students who do not consistently live up to the promises of this agreement are advised to select another school that better suits their preferences.

Student Signature	Parent Signature	Date	

Calendar and Schedule

CALENDAR and DAILY SCHEDULE

The school calendar is available on MMA's calendar website page. A calendar will also be made available in hard copy upon request at the front office. The comprehensive calendar is here. The daily bell schedule, kindergarten schedule, and early dismissal schedules are also found on MMA's schedule website page.

STUDENT ATTENDANCE

Student drop off begins at 8:15. School begins at 8:30. If your child is tardy, please park your car and come in with your student to sign them in at the front office. If your child is absent, please notify the school by using ANY the following methods :

1) Go to this link on our website to excuse your student.
2) Email attendance@mmautah.org with the name of your child and what class they are in.
3) Call the office.

Please also send a courtesy email to your child's teacher.

DROP-OFF AND PICK-UP

Please pick up your students at 3:15 every day except Wednesday. On Wednesdays, please pick them up at 1:45. Students must be picked up at dismissal or immediately following an after school program. If you are waiting for your student longer than expected, please park at our main parking lot or at North Shore. Please refrain from blocking entrances and exits in the carpool line. If a student is regularly left at school for more than 20 minutes after their dismissal time parents will be asked to conference with the Director.

The carpool plan and map will be shared with all families through the newsletter email as well as posted on MMA's Policies and Procedures website.

To ensure the safety of your children and yourself, and to facilitate an efficient process, please keep the following in mind:

- Please be patient and courteous toward MMA staff, students, and other drivers.
- Follow the directions of crossing guards and all staff.
- Stay in your vehicle at all times.
- Refrain from mobile phone usage while driving on school grounds.
- Students will exit and enter from the RIGHT SIDE of the vehicle ONLY and at the CURB ONLY.
- Always pull forward when moving in line spaces opens in front of you.
- BE AWARE: By law, all vehicle occupants must be secured in a seat belt and children UNDER 8 must be secured into a car seat or booster seat BEFORE VEHICLE IS IN MOTION.

Fee Schedule

The 2024-2025 Fee schedule is here.

Foundations of Academic Study

The Role of the Junior High Advisory Class

The objective of the Junior High Advisory Class is to build community, reinforce academic skills and address each student's physical, social, emotional and intellectual needs by providing a consistent, supportive and nurturing environment.

WHAT ARE THE BENEFITS OF STUDENT ADVISORY?

- "Students in advisory programs are less likely to drop out and have a lower incidence of substance abuse".
- Advisory offers emotional support and promotes self-esteem for students during adolescence.
- Advisory supplies built-in peer groups for all students, including new students. It gives students an adult who knows them well and who can offer advocacy and support in difficult social and academic situations.
- Advisory increases the overall level of accountability in the school.

WHAT IS THE FOCUS OF ADVISORY?

Advocacy-giving students a chance to discuss academic or behavior problems they may be having including discussions of issues outside of school that may be more controversial. Students are encouraged to suggest their own topics and to lead discussions.

Building Community-Students will stay in their advisory class as long as they are students at MMA Junior High. Team Building and social growth opportunities are built into the curriculum.

Time Management and Study Skills- Students can use this time to work on homework, plan, organize or reflect on their daily learning.

WHAT ARE THE ADVISOR'S ROLES AND RESPONSIBILITIES?

- Advisors act as advocates for students, intervening in situations where a student's pattern of behavior is interfering with academic performance.
- Advisors serve as the primary point of contact with the school for parents, administrators or other staff members.
- Advisors take an active role in keeping up with each student's status at school by gathering information about academic performance, attendance and behavior from teachers, parents, peers and the school data management system.
- It is not expected that an advisor should meet all the student's needs. A good advisor can identify those needs and help the student find the support they need to succeed.

STRUCTURE AND CURRICULUM

Students have Advisory each day for 30 minutes. This time should be used wisely and routinely. This is NOT study hall or free time. Time may be spent in the following ways;

- Create a plan for completing weekly assignments and homework. Organize binder.
- Teachers check in with students regarding missing assignments or additional support they need.
- Mini-lesson - based on observed student needs. Examples include, but are not limited to: Time management, Organization, Skills for Success, Peer Relationships, Grace & Courtesy, etc.
- Community Meeting
    - Announcements
    - Community Council/Restorative Justice
    - Problem Solving/Feedback/Idea Sharing

Class Work

Each class period is divided into two work periods: individual and group work periods. Individual work is designed to make a match between the skills, abilities, and interests of each student, and there are a variety of work choices in every academic area to be done alone or in small, self-chosen groups. Individual work is assessed individually with mastery tests that may be written or oral. There are opportunities to do modified, basic, and advanced work in most areas. Students will receive further individual teacher instruction as needed. Students are expected to keep up with class work, communicate with teachers, do work at home and make a plan for before- or after-school help.

Homework

Homework consists of taking home and returning unfinished classwork and additional assignments as well as any necessary materials. Each day, students will work on their math problems, literature, any science or social studies work, and any other assigned work. Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for homework. For concentrated learning to occur, students should study without the distractions of television, video games, and phones. Student's work assignments are given out at the beginning of each cycle. Thus, students know their assignments in advance so they can learn to plan ahead and avoid conflicts or late night studying.

International Festival, History Fair, and Science Fair

All students will participate in the International Festival.
Seventh and Ninth grade students will participate in the History Fair,
Sixth and Eighth grade students will participate in the Science Fair.

Socratic Dialogue

Socratic dialogue is a method of teaching and discussion where the teacher or facilitator asks a series of thought-provoking questions, encouraging students to think critically and engage in deep analysis. This technique helps students develop their reasoning skills by exploring complex ideas and challenging assumptions. For parents, understanding Socratic dialogue means recognizing that instead of simply providing answers, teachers guide students to discover answers on their own through structured questioning. This approach fosters independent thinking, enhances problem-solving abilities, and promotes a deeper understanding of subjects, ultimately preparing students for real-world challenges.

Service Learning

The adolescent needs to feel a sense of purpose in his or her life and this comes primarily from being of service to someone or something else. Visiting assisted living centers, helping in the community garden, serving as a peer mentor for elementary students and building a capstone project that has a positive impact for the greater good are some of the ways the adolescent extends his or her learning into the world. Each student is required to contribute 10 hours of service per year outside of the school day.
Service learning provides projects where:

- Student has meaningful contact with adults and develop a sense of responsibility
- Participation makes a clear difference and they feel valued and gain self-confidence
- Develop decision-making skills dealing with real-world situations
- See the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom

- Experience a variety of roles
- Cooperate with others to realize a goal and they can see the concrete outcome of their efforts
- Develop the ability to interact and work with people different than themselves
- Prepare to become contributing citizens by learning habits and skills of active citizenship that fosters an ethic of service
- Become aware of community needs
- Gain a sense of belonging and community membership
- Develop empathy and a sense of caring

Field-Based Experiences

Field-based experiences provide purpose, meaning, and links to the general curriculum for the junior high student. Montessori felt that economic independence was as important to the development of the adolescent as personal independence (dressing and feeding themselves) is to the development of the 3 year-old. Field-based experiences give the opportunity to explore our market economy and professional careers.

Field-based experiences:

- Provide the opportunity for students to develop independence, interdependence, and self-reliance
- Foster new relationships between students, their teachers, and new environments
- Allow freedom to act on individual initiative within limits and rules that give necessary guidance
- Foster the power of self-adjustment to new environments, which ultimately results in a happy social life and facilitates individual progress
- Helps students to understand their place in the world

During the first and last months of school, students will participate in an overnight camping activity. The purpose of these trips are to develop a cooperative spirit and build a school community for optimal learning. Additional experiences will be planned throughout the year to extend academic learning into the real world. Sixth and Ninth grade students will be provided with the opportunity for a weeklong experience outside of the state as a capstone learning event integrating science and social studies standards.

Students are expected to participate in all of the service and field based experiences provided, as these experiences prove to be an integral part of our curriculum. These experiences are integral to the success of the program and attendance is highly encouraged. Alternate activities and assignments will be provided for students whose attendance has been excused by their guardian. Students who break ground rules on any trip will be sent home at parents' expense. Fundraising opportunities will be provided by the school, however, families are encouraged to help their students find ways to earn the major portion of the money for the 6th and 9th grade capstone trips. For any trips there will be family meetings regarding details and logistics.

Public transportation is utilized whenever possible, however, families may be asked to transport students to and from field experiences.

Diverse Learners/Special Needs

Our program is committed to inclusivity, ensuring that diverse learners and students with special needs are fully integrated into all aspects of the educational experience. We recognize that each student has unique strengths, challenges, and learning styles, and we tailor our approach to meet these individual needs. This includes providing specialized support services, differentiated instruction, and adaptive technologies to create an

equitable learning environment. By fostering a culture of acceptance and understanding, we help all students develop their full potential, build self-confidence, and participate meaningfully in the school community. This commitment not only benefits students with special needs but also enriches the educational experience for all students by promoting empathy, collaboration, and respect for diversity.

Grading

Students will receive traditional number grades on report cards. The audience for grades includes the student, their parents/guardians, and the next school or teacher to work with the student. Student citizenship grades will reflect how hard they work and are separate from the standards-based grades that reflect student mastery of content.

Standards Based Grading - Maria Montessori Academy embraces the standards based grading philosophy, using the Utah Common Core Standards. Some subjects have numerous standards and substandards. For those courses, the expectation is that the teacher will create learning goals (“power standards”).

4 **Mastery**	Shows thorough understanding of the standard. Able to transfer learning with depth and complexity Can effectively and accurately analyze and critique the work of others Nearly full independence; No assistance required except continued feedback Shows pattern of advanced proficiency with only occasional lapses to proficiency.
	Next Steps: Feedback will be provided to maintain advanced level and extend learning.
	Synonyms: exemplary, excellent, effective, sophisticated, insightful, complex, exceptional
3 **Proficient**	Shows adequate understanding of the standard. Able to transfer learning. Can analyze and critique the work of others Minimal assistance/scaffolding required Shows pattern of proficiency with occasional evidence of advanced proficiency.
	Next Steps: Feedback and support will be provided to reach the next standard.
	Synonyms: competent, capable, comprehensive, consistent, accurate, complete, sufficient.
2 **Approaching Proficient**	Shows partial understanding of the standard. Frequent or inconsistent assistance/scaffolding required.
	Next Steps: Reteaching and reassessment opportunities will be provided. Feedback and support will be provided to reach the next standard
	Synonyms: some, occasional, uneven, inconsistent, limited, evident, developing
1 **Beginning Proficient**	Shows minimal understanding of the standard Substantial assistance/scaffolding required
	Next Steps: Reteaching and reassessment opportunities will be provided. Feedback and support will be required to reach the next standard.
	Synonyms: little, few, incorrect, inaccurate, simple, incomplete, beginning, surface
0 **Missing**	Shows no awareness of the expectations or understanding of the goals No evidence submitted or not enough evidence to assess
	Next Steps: Support will be required to reach the next standard.
	Synonyms: none, blank, missing, omitted, insufficient, inconclusive

Formative vs. Summative - students will receive feedback on formative (while learning) assignments within 3 days of submitting the assignment. Teachers will enter one formative assessment per week into Canvas. Formative assessment scores do not factor into the student's final quarter grade. Summative assessments will be graded on a 0-4 system and translated using logic rules to A-F grades on the report card. Teachers will provide personalized feedback to students, require students to self-assess mastery toward the state standards, encourage students to strive for continual progress, and to celebrate the progress they make. Students should receive written feedback on summative (after learning) assignments within 7 days of submitting the assignment. These scores will make up the student's grade.

Online Gradebook - Students and their families will be taught how to access their scores in Canvas. Teachers will update the online gradebook weekly, by 8am every Tuesday. Every assignment will be designated as either formative by putting F- in front of the assignment name or summative by putting S- in front of the assignment name.

Report Cards - Junior high students will be issued report cards at the end of every quarter. The Canvas progress report will include the power standards, as well as any formative scores inputted into Canvas. The Aspire report card will include only a single number grade for each course as well as the course credit earned. Additional due dates will be determined at the discretion of the teacher and will be communicated via the Unit plan.

Consequences for Missing Assignments - Teachers will ensure that summative assessments are meaningful and tightly aligned to standards. Skipping or ignoring summative assessments is not acceptable. If a student has not completed a summative assessment by the deadline the teacher has set, they will receive an 0 for the assignment. Students have until the end of the term to turn in the missing work, or do alternative make-up work as determined by the teacher. At the end of the term, any 0 grades will translate into an F quarter grade and no credit awarded. (Even one missing summative assessment will cause a student to fail the entire course). In order to remediate a 0 grade on a term report card, the student and their parents/guardians will meet with the teacher and write a contract. The contract will detail how the student will (on their own time) demonstrate mastery of all of the power standards for the term.

Re-assessing - students may re-assess summative assessments. In order to re-assess, students must demonstrate that they have improved their learning. Before re-assessing a summative assessment, students need to have submitted all formative work. Each teacher may impose additional, reasonable requirements for students to demonstrate their improved learning before re-assessing. Examples may include extra practice problems or additional individual or small group lessons after school. Students must reassess within one week of the original due date. This could be extended up to two weeks, upon teacher approval in writing to the student. Original work must be turned in by the deadlines set by teachers in order to be eligible for re-assessment. The new (re-assessment) score will completely replace the old score, with no penalty for the re-take.

If a student has missed a deadline, they may still turn in the work until the last day of the quarter; however, students will not be given the opportunity to re-assess any work that is turned in late.
Once grades have locked at the end of the term, students may not re-assess any of that term's grades. Teachers may offer them another opportunity to assess on those standards; however, the new grade will be reflected in the current term, not in the locked term.

Progress and Report Card Dates	
Midterm	September 13, 2024
End of Quarter 1*	October 8, 2024
Midterm	November 14, 2024
End of Quarter 2*	December 20, 2024
Midterm	February 7, 2025
End of Quarter 3*	March 11, 2025
Midterm	April 23, 2025

End of Quarter 4*	May 23, 2025
*Report cards will be mailed 3-5 business days after grades have been locked.	

Logic Rules for converting 0 - 4 into A-F

A+ - student has excelled in and exceeded the standards (More 4s than 3s, no 2s or 1s or 0s)
- Example: 4 4 4 4 3 3

A - student has mastered the standards (More 3s than 4s, no 2s or 1s or 0s)
- Example: 4 4 3 3 3 3 or 3 3 3 3 3 3

B - student has shown significant progress in the standards (There is at least one 3 or 4, there is also at least one 2. There are no 1's or 0s)
- Example: 2 2 2 2 3 4 or 4 4 4 4 4 2

C - student is at an 'emerging' level on the standards (Regardless of how many 2s, 3s, or 4s, there is also a 1, but no 0s)
- Example: 4 4 4 4 4 1 or 2 2 2 2 2 2 or 2 1 1 1 1 1

D - student has demonstration minimal to no independent knowledge of standards (There are more 1's than 2s, 3s, and 4s, but no 0s)
- Example: 2 3 1 1 1 1 or 1 1 1 1 1 1

F - evidence is lacking for any standard, so no grade can be assigned for the course (There is one 0: one missing summative assessment)
- Examples: 4 4 4 4 4 0 or 0 0 0 0 0

Grading Students with Disabilities - students with disabilities will receive accommodations, as noted in their IEP or 504 plan. However, unless the IEP explicitly states that the student is on an alternate curriculum, the student should be aiming for mastery of the same Common Core standards as their peers.

Academic Course Descriptions

English Language Arts (ELA)

Year-Long Courses

The 6th, 7th, 8th and 9th students read a number of genres, authors, and styles in order to improve their critical thinking skills, analytical, expository, persuasive, and expressive writing pieces. Students learn how to craft strong, clear arguments and support them with relevant evidence. This course requires daily reading and writing in and out of the classroom. Writing assignments take different forms, from structured essays and poems to less formal journal entries, creative pieces, and short articles. Peer- editing and “read-arounds” continue the Montessori-inspired traditions of student evaluation and oral presentation.

Students improve their vocabulary, grammar, and writing mechanics through targeted lessons and essay revisions. Students glean meaning, create and support a strong thesis in critical, expository, and persuasive essays, and compose expressive writing that shows evidence of knowledge of the structures and conventions of written standard English. Students begin the year reading a variety of texts focusing on author’s intent and character studies.

In a seminar- type setting, students explore reading responses, question character motivation, and develop discussion skills. Students practice forming a focused thesis, then hunting in both their books and their own lives for supporting examples. Students improve their vocabulary, grammar and writing mechanics through targeted lessons and essay revisions. Students craft exemplary five paragraph essays that will persuade, inform, and entertain their readers. When they read, they read as writers, looking to the author's style, form, and content as inspiration for their own writing. Writing assignments range from structured essays and poems to less formal

journal entries and creative responses. In their quest to craft original and precise essays, students continue to value pre-writing and revision. This course fulfills the ELA requirement for secondary students.

Social Studies

6th Grade - Year-Long Course

Ancient Civilizations

In Sixth grade, the focus of the standards expands to look at world history and culture. Students will learn about regions of the world and the societies that have formed there, including their systems of governance, religion, the rights and responsibilities they held, how their societies have changed and continued over time, and how these regions are interconnected economically and geographically.

7th Grade - Year-Long Course

Utah Studies

In Seventh grade, the Utah Studies standards are based on four social studies disciplines: history, geography, economics, and civics. Students will explore the complex history of Utah, with examples of creativity, sacrifice, conflict, innovation, inequity, compromise, and leadership. Students will also learn about Utah's diverse physical geography, encounter Utah's economic systems and dynamics, and explore local and statewide political systems.

8th Grade - Year-long course

United States History I

Includes events and issues in United States history from the Age of Exploration through Reconstruction, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, American Indian life, European exploration and colonization, the Revolutionary War, constitutional issues, nation building, expansion, the Civil War, and Reconstruction.

9th Grade - Half-year course

World Geography

Geography is the study of physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.

Math

Year-Long Courses

All courses begin with a review of problem-solving strategies and applications. Frequent assessments in the form of scheduled chapter tests, weekly quizzes, vocabulary tests and graded homework are part of each course. We adhere to the Utah Core Curriculum through a combination of Montessori materials and other scientifically-validated approaches to teach these skills. Our goal is for students to be able to reason abstractly, apply their learning to real world situations and enjoy mathematical reasoning. Daily independent practice (homework) is essential for mastery.

6th Grade

In Sixth grade, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

7th Grade

In Seventh grade, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

8th Grade

In Eighth grade, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

9th Grade

In Ninth grade instruction focuses on formalizing and extending the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

Science and Engineering Education

Year-Long Courses

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. The Science Core Curriculum places emphasis on understanding and applying skills and knowledge. Students are active learners. It is not enough for students to read about science; they must do science. Students observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, have hands-on, active experiences throughout each cycle of the science curriculum. Physical, earth, and life science content are integrated in a curriculum with two primary goals: (1) Students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. Science instruction is cultivated by and built on students' curiosity and sense of wonder.

6th Grade

The sixth-grade SEEd standards provide a framework for student understanding of the cycling of matter and the flow of energy through the study of observable phenomena on Earth. Students will explore the role of energy and

gravity in the solar system as they compare the scale and properties of objects in the solar system and model the Sun-Earth- Moon system. These strands also emphasize heat energy as it affects some properties of matter, including states of matter and density. The relationship between heat energy and matter is observable in many phenomena on Earth, such as seasons, the water cycle, weather, and climates. Types of ecosystems on Earth are dependent upon the interaction of organisms with each other and with the physical environment. By researching interactions between the living and nonliving components of ecosystems, students will understand how the flow of energy and cycling of matter affects stability and change within their environment.Additionally, mechanisms shaping Earth are understood as forces affecting the cycling of Earth's materials.

7th Grade

The seventh-grade SEEd standards look for relationships of cause and effect which enable students to pinpoint mechanisms of nature and allow them to make predictions. Students will explore how forces can cause changes in motion and are responsible for the transfer of energy and the cycling of matter. This takes place within and between a wide variety of systems from simple, short-term forces on individual objects to the deep, long-term forces that shape our planet. In turn, Earth's environments provide the conditions for life as we know it. Organisms survive and reproduce only to the extent that their own mechanisms and adaptations allow. Evidence for the evolutionary histories of life on Earth is provided through the fossil record, similarities in the various structures among species, organism development, and genetic similarities across all organisms. Questions about cause and effect and the ongoing search for evidence in science, or science's ongoing search for evidence, drive this storyline. Students will explore how matter is arranged into either simple or complex substances.

8th Grade

The eighth-grade SEEd standards describe the constant interaction of matter and energy in nature. Students will explore how matter is arranged into either simple or complex substances. The strands emphasize how substances store and transfer energy which can cause them to interact physically and chemically, provide energy to living organisms, or be harnessed and used by humans. Matter and energy cycle and change in ecosystems through processes that occur during photosynthesis and cellular respiration. Additionally, substances that provide a benefit to organisms, including humans, are unevenly distributed on Earth due to geologic and atmospheric systems. Some resources form quickly, allowing them to be renewable, while other resources are nonrenewable. Evidence reveals that Earth's systems change and affect ecosystems and organisms in positive and negative ways.

9th Grade

The Earth and Space science SEEd Standards investigate processes and mechanisms that have resulted in the formation of our Earth, galaxy, and universe. Students develop models to illustrate the life span of the Sun and the role of nuclear fusion releasing energy in the Sun's core. Students analyze and interpret data to construct an explanation for Earth's 4.6 billion year history and explore changes to Earth's systems. Students develop and use a model of Earth's interior to describe the cycling of matter by thermal convection. Students plan and carry out an investigation on the properties of water to determine its effects on Earth materials. Students use computational thinking to explain sustainable and natural resources, focusing on responsible stewardship. Additionally, students design and evaluate solutions to problems that exist in these areas.

Nutrition, Health & Human Sexuality Education

Health education provides opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong, health-enhancing behaviors. The 9th grade, Health I curriculum, focuses on what students can

do for themselves to meet the objectives of the six state core standards. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to a variety of healthy choices for self and others that will be of value throughout life. We utilize State resources and curriculum, such as the Botvin curriculum.

Physical Education

Our grade level groupings offer beginner, intermediate and advanced skills in a broad spectrum of activities in order to develop a foundation for future physical education classes. Students explore a variety of team sports, movement and rhythmic activities. Students apply skills in modified games and are introduced to regulation rules and game play. Teams are kept small, allowing maximum participation and involvement by all students. Collaboration rather than competition is stressed through team building games.

Electives

The electives we offer each year differ upon student interests and are correlated with state requirements. Electives that have been offered and continue to have interest:

Peer Tutor	**Mythology**	**Philosophy of Learning**
Musical Theater	**Creative Writing**	**Debate**
Yearbook	**Service Learning**	

Extracurricular Activities

These are examples of the types of activities that MMA desires to provide for students. They are subject to change based on student interests and logistical planning. Depending on the activity they are offered during school hours or outside of school hours. Students must demonstrate accountability in their academics in order to participate in extracurricular activities. Students who have Fs during midterms will be required to meet with their advisor and other teachers to make a plan for improvement in order to participate in extracurricular activities.

Cross Country	**Basketball**	**Student Government**
Flag Football	**Theater**	**Track**
Soccer	**HOPE Squad**	

Routines and Expectations

Integrity, Respect, and Responsibility

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

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

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

Dress Code Guidelines

Dress code and consequences for failing to abide by the guidelines are found in full on the school website at: https://www.mariamontessoriacademy.org/dress-code

Electronic Devices Policy

General Guidelines for the Jr. High School are herein noted with the Electronic Resources Policy located at our school website. A student will receive one warning prior to discipline for violating the school policy. On the second violation of this above policy, the device will be confiscated, labeled, and held in a secure location at the front office. Continued violations will result in additional disciplinary consequences at the discretion of the school's director.

Plagiarism

Plagiarism is a serious violation of school policy at the junior high level, as it involves the unauthorized use or close imitation of another person's work and presenting it as one's own. This practice undermines the principles of academic integrity and disrespects the intellectual property rights of others. At our school, we emphasize the importance of original thought and the proper attribution of sources, recognizing that the hard work and creativity of others deserve acknowledgment and respect. Engaging in plagiarism not only diminishes a student's learning experience but also can result in disciplinary actions, ranging from a failing grade on the assignment to more severe consequences as outlined in the school's code of conduct. Students are encouraged to develop their ideas and properly cite any references used, thereby contributing to a culture of honesty and respect within the academic community. All Junior High students must sign the technology contract.

Lunch and Snacks

Students have an option to lunch from home or sign up for the lunch program. If bringing lunch from home, please make sure the lunch box is cleaned daily. Lunch boxes should be labeled clearly with the child's name. Please provide a nutritional lunch including juice or milk. **Soda, caffeinated beverages, and candy are not permitted. Fast food is not to be brought to the school as a lunch substitute.** We encourage all students to help reduce waste by bringing lunch in reusable containers. Lunches cannot be refrigerated at school, so include an ice pack if the lunch is perishable. There are limited microwave ovens available for food warm-ups; however, food should be already cooked and require less than two minutes heat time. Please send foods that the child can prepare and navigate independently.

More information about the lunch program is available on our website here.

Snacking is at the discretion of the classroom teacher. Student snacks should follow our Wellness Policy and be a good source of nutrients, moderate in sodium, moderate or low in fat, and low in sugar that is not naturally occurring in the food, and moderate in calories. Candy or carbonated/caffeinated beverages are not allowed. The school will provide lunches or snacks in prearranged or emergency situations only.

Communications between Family and School

Families should expect to receive a quarterly junior high newsletter in addition to the weekly school wide newsletter. When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issues with the student. If the teacher feels it necessary for the parent to have specific information, they will ask the student to discuss it with the parents and call a teacher within 24 hours to verify that the information was received. At that time, a meeting time can be set if necessary. The purpose of this procedure is to encourage the student to communicate with their family.

When a student needs to contact their parent or guardian, the student must get permission from the teacher and call from the classroom or front office telephone as cellular devices are not permitted to be used in the school building.

Survey And Data Collection

Student survey data is used to improve programs and support individual needs.

Family Conferences

Scheduled family conferences are held in October and March. Students are asked to prepare for their conferences. They are asked to evaluate their progress in academic work, personal responsibility and group responsibility. Students then request their parents' and teachers' points of view in each area. Students, parents, or the teachers may request additional conferences throughout the year.

Absences and Tardiness

The policy of MMA is that consistent attendance teaches responsibility and allows for continuity of education. Frequent absences and tardiness are disruptive to the learning environment. 90% attendance is expected; regardless of whether those be excused or unexcused absences. If a student has not met the 80% attendance requirement for academics for the term, then a teacher/student/parent conference will be held to address the

problem. When a student misses class, with a valid excuse, it is the student's responsibility to arrange to meet with the teacher to create a plan for completing class work. Incomplete school work as a result of short absences should be made up within a week, while incomplete work from longer absences will be completed by the end of the term. If more than 20% of the term's work is incomplete at the end of the cycle the student will receive an incomplete for that cycle.

The attendance policies of MMA are consistent with those of the Utah State Board of Education; Utah Code Ann. § 53G-6-201 through -211. The entire MMA attendance policy and definitions are found in the Maria Montessori Academy website. We ask that all parents familiarize themselves with the complete policy.

Communications Concerns, Grievances and Solutions

If help is needed, please follow these steps:

- If you have questions regarding your child, send a note to the teacher requesting a phone call or call the school, (801) 827-0150 and leave a request for a phone call. It will be delivered to the teacher. (Office phones are answered from 8 am to 4 pm.) Teachers are your best resource to answer your questions and resolve your concerns.
- If the communication with the teacher by telephone does not answer your questions or resolve your concerns, please email the teacher. Setting up a meeting with the teacher is always an option.
- If the communication with the teacher by telephone and conference does not resolve the issue please address your question to the Director of the School.
- If the communication steps described above are not successful in resolving the issue, please submit a letter to the Director of the School, describing the situation and, if appropriate, request another conference.

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

ILLNESS

We are concerned about the health of all of our students. If your child is sick, keep them home; otherwise, your child will be expected to participate in all activities unless a physician's note has been provided. **In accordance with CDC guidelines, families are encouraged to keep your child home until at least 24 hours after they no longer have a fever or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine.** In addition, vomiting has resolved overnight and the child can hold down food / liquids in the morning. Diarrhea has improved, the child is no longer having accidents or is having bowel movements no more than 2 above normal per 24-hour period for the child. Bloody diarrhea should be evaluated by a healthcare provider prior to return. Respiratory virus symptoms are getting better overall for at least 24 hours. Students and staff returning after a respiratory illness can consider additional actions to reduce spread.

If a situation arises during the school day when a child feels ill, the child will be sent to the office. Office staff will take the child's temporal temperature and call the parents/guardians if the temperature is 100F or higher.

HEAD LICE

MMA follows CDC guidelines when head lice are encountered at school. When a case of head lice is identified, MMA will call parents/guardians of the affected child. Students diagnosed with live head lice do not need to be

sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Isolated cases of head lice are treated as such; only the affected children's parents/guardians are notified. If there are several children in a classroom affected, the teacher will send a notice to the parents/guardians of all children in that classroom. If several classrooms are affected, we will send a general notice to all Maria Montessori Academy parents.

INJURIES

Students are instructed to report all injuries to their classroom teacher or assistant. Staff members are to report all accidents or injuries to the office. If the injury is an emergency, 911 will be called. Parents will be notified immediately, and an ambulance summoned, if needed. It is important that parents/guardians keep contact information current with the office. In case of an emergency, the school will release the student's medical information to emergency personnel. On occasion, students do not tell the teacher or office that they have sustained an injury. Parents/Guardians who find out their child had an injury at school and know the student did not report should inform the office as soon as possible.

FIRE, LOCK-DOWN, AND DISASTER DRILLS

Fire and disaster drills are conducted regularly in an effort to acquaint teachers and students with the necessary actions required to guarantee maximum safety for all students. Students are guided through drills and assigned specific areas of safety where they are to go when a fire/disaster signal is given.

EMERGENCY MANAGEMENT PLAN

- **School will Follow Police Instructions** -
  - North Ogden Police/Fire Department - 505 E. 2600 N., North Ogden. – (801) 782-7219
  - Ogden City Police - 2186 Lincoln Ave. – (801) 629-8221
- **Evacuation Site**
  - Rush Funplex, 380 W 2650 N, Pleasant View, UT 84414 801-784-4212
- **Telephone contact, if phone land lines working**, will be available
- **Telephone contact, if phone land lines are not operational**, school personnel have cell phones
- MMA Emergency Procedures

Bullying and Hazing Policy

The bullying and hazing policy can be found online.

Student Conduct and Discipline Policy

The Student Conduct and Discipline Policy can be found online.

Family Notice

Maria Montessori Academy and Jr. High School is licensed to operate as a school by the **Utah Division of Child and Family Services** and is audited annually. As a result of the annual audit, the school is required to publish the following statements to families:

1. Animals in the classroom: A critical element of the Montessori science curriculum is care of live animals. Therefore, your child will be exposed to live animals in the classroom. The care of animals is limited to feeding and providing fresh water to birds, reptiles, mammals, and fish and is directly supervised by the teacher. Children wash their hands before and after feeding the animals.

2. Hearing and Vision exams are required by the State of Utah as a condition of enrollment. Results must be reported on the School's Medical, Emergency, Participation Record.

3. Parents may visit their child's classroom after they have received approval to visit the classroom and obtained a visitor's name-tag at the school office. For classroom observation, we require that parents consult with the classroom instructor or main office in advance to schedule an appropriate time.

4. Parents may volunteer to participate in the classrooms. In accordance with State Law, volunteers who work with minors may be subject to background checks. We have a new digitized check-in system for visitors and volunteers. Please plan to bring your photo ID when you visit or volunteer. You will also be asked to consent to a background check when you sign in. All background checks are kept confidential. If you have questions regarding background checks, please contact the school office.

5. Parents may contact the local licensing office of the Utah Division of Child and Family Services or view more information at the website www.hsdcfs.utah.gov

Other Helpful Numbers:

Weber-Morgan Health Department
Administration: 399-7100
Birth & Death Records: 399-7130
Clinical Nursing Services: 399-7250
Environmental Health: 399-7160
Health Promotion: 399-7180
Media Relations, 399-7114
Vehicle Emissions Program: 399-7140
Women, Infants & Children :399-7200
Weber Human Services
Telephone: (801) 625-3700