



**Hermosa Montessori
Charter School**

**Middle School
Parent's Contract
Handbook**

Honor, Knowledge, Unity

12051 E. Ft. Lowell Road
Tucson, Arizona 85749
749-5518
www.HermosaSchool.org

INTRODUCTION

Welcome to Hermosa Montessori Charter School. At Hermosa Montessori we believe that a learning environment that corresponds to a child's developmental stages best supports intellectual and academic growth. We are also convinced that the family is of utmost importance in providing the love and guidance necessary for a child's natural development. We realize that you, as parents, are especially sensitive to your child's needs, and that you are trusting us to provide a positive school experience. Our goal at Hermosa Montessori is to enhance your relationship with your child by providing an experience that will respect her as a total person: emotionally, physically, intellectually, socially, and spiritually.

You can play an important role in this Montessori experience. We hope that the following information and suggestions will help us provide a responsive and supportive environment for children. Please read this thoroughly and keep it for further reference.

MIDDLE SCHOOL HOURS: Monday - Friday 8:30 - 3:00

MIDDLE SCHOOL PROGRAM

The middle school design is an integration of the current research in human development, the trends and issues in education, and the Montessori philosophy. The Hermosa Montessori middle school environment is developmentally responsive. The focus is on supporting the growth and development of the whole child. This includes the physical, psychosocial, and moral aspects of the child, as well as cognitive potential. A safe learning environment both physically and emotionally where respect and responsibility are modeled and reinforced is essential for the emerging adolescent.

The school structure offers:

- a physically and emotionally safe environment
- a developmentally-responsive curriculum
- Montessori teachers who know students personally
- a small, stable, supportive, real community
- parents-teachers-student partnerships
- large blocks of learning time
- peer and cross-age teaching

The early adolescent is:

- an active, self-directed learner
- a vital member of the class, school, city, global community

- a vital member of the teacher-student-parent team
- responsible for keeping commitments, being honest and respectful

The curriculum and instruction includes:

- transdisciplinary learning themes
- learning how to learn strategies
- personal learning plans
- mastery, coaching and exploratory activities
- activities for self-expression, self-knowledge, and self-assessment
- sense of community and social interaction with peers
- meaningful and challenging work
- activities that value all 8 intelligences & a variety of learning styles
- activities to foster interdependence
- activities for learning economic independence
- school and community service projects
- activities that allow work on and with the land

The teachers are:

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

GENERAL INFORMATION

Admission

HMCS provides equal employment opportunity and equal participation opportunity to all its employees and/or students without regard to ethnicity, national origin, creed, gender, physical ability or disability, age, proficiency in the English language, or athletic ability who submit a timely application based on space or position available.

Health

The health of all children is of prime importance to us. Please safeguard your child and others by keeping him/her home if signs of illness are present. Children with the following symptoms must remain at home: cough, sore throat, sneezing, green nasal discharge, above normal temperature, discharge from eyes, rash, or vomiting the day before or in the morning before school. Should a child become ill at school, he/she will be isolated from other children. The parent will be notified and is expected to make arrangements to take the child home. A child should be free from

fever for 24 hours before coming back to school. Strep throat, pinworms, conjunctivitis, impetigo, head lice, measles, mumps, chicken pox, scarlet fever, etc. are among those conditions categorized as “highly contagious.” Parents will be notified if any of these conditions arise.

All absences must be reported by calling the school office before 10:00 A.M or by written notice. Notify the office of contagious diseases immediately so that notice of exposure can be sent home to the parents of the child’s classmates.

Medication

Please notify the school if your child is on medication. Never send medication with the child to keep in his lunch box or locker. There is serious danger that another child might take the medicine or that the child himself will take an overdose. Many antibiotics and other medications can be prescribed to be taken in two doses daily, rather than three, thus eliminating the need for the school dose. Please request this from your pediatrician. A physician’s explanation of why the school dose is necessary will be required. If it is necessary for a child to take medication, a medication administration form must be completed. Prescriptions must be in their original containers.

Accidents - Emergency Care

In case of a life threatening situation, the school will call 911. It is imperative that parents keep the school up to date on phone numbers where parents or other contacts can be reached. If a bump on the head occurs, parents will be called and informed. If any injury occurs, and a parent cannot be reached, we will call the names listed on your emergency form in the order of your preference. An injury will be sent home when appropriate.

Early Dismissal

Parents are requested to inform the office in advance if they plan to pick up their child prior to the regularly scheduled dismissal time. Parents must sign their child out on the form in the office when picking up their child at any time other than the regular dismissal time.

Release Authorization

Students will not be released to any person other than a parent, legal guardian, or someone duly authorized to pick up their children. Phone authorization is not acceptable. When an authorized person not recognized

by school personnel arrives, he must go to the office with identification (driver's license or other picture ID) to receive authorization before the child will be released.

Official Custody

If one parent has official custody of the child, the legal documents to this effect must be on file in the office. Without the legal documentation, the school cannot refuse to release a child to either parent. Please work out clear visitation arrangements between mother and father and/or grandparents without putting the school or the child in a difficult position.

Transportation

The student's parent(s) or legal guardian(s) assume full responsibility for the manner, safety, and protection of the student in traveling to and from school. Car pools are recommended. Student directories or class lists are available after the second week of school to facilitate car pooling.

Professional Assistance Outside of School

When a child's behavior indicates the need for outside professional help, the parents will be called for a conference. Professional resources and suggestions will be given. If a therapist is assisting the child, the therapist must consult with the school within the first two weeks of therapy. The decision regarding the child's continuance at Hermosa Montessori Charter will then be decided.

Expulsion of a student from school is a discretionary power of the Governing Board under the Provision of ARS 15-341, 15-342, and 15-843. The school will assure due process rights for students involved in disciplinary action before he or she may be suspended or expelled.

Child Find

Hermosa Montessori ensures that all students, school age, attending its school who have a disability, and who are in need of special education and related services will be identified, located, and evaluated. All newly enrolled students and those transferring in without sufficient records will be screened for consideration of academic, cognitive, vision, hearing, communication, emotional and psychomotor domains within 45 days of enrollment.

FERPA—PUBLIC NOTICE

Under the provisions of the Family in Education Rights and Privacy Act (F.E. R. P. A.), parents or legal guardians having custody of students shall be

informed of their rights regarding student records and shall be permitted to inspect and review educational records as appropriate under the law. Personally identifiable information shall not be disclosed without written consent. A record of disclosures shall be maintained. Parents, legal guardians, and eligible students shall be provided an opportunity to seek the correction of education records where appropriate. The district superintendent shall develop and maintain such procedures as are necessary to assure compliance with the provisions of the statute as well as to ensure that the school staff receive periodic instruction and training regarding the privacy rights of students and parents and the confidential handling of student records. Copies of the district policy and procedures concerning the inspection and review of student records shall be on file in the superintendent's office, the curriculum office, and the principal's office at each school in the district. Complaints regarding alleged failures of the district to comply with FERPA requirements may be filed in the superintendent's office.

Insurance

Hermosa Montessori carries an insurance policy that complies with the requirements of the state of Arizona.

ACADEMIC WORK

Middle School Curriculum

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

The curriculum and instruction is designed as a two year program. The language, speech, Spanish, physical education, outdoor education, service learning, and fine arts are courses of continuous progress. The science, social studies, geography, health and math are studies by topics or concepts. Since the sequence is different from traditional programs, **parents and students should make a two year commitment to the program for optimal learning.**

Language Arts

Language arts includes the study of vocabulary, literature, grammar, mechanics, and writing. Vocabulary is presented across the curriculum and is formally approached by learning the etymology of words and the

Sadlier-Oxford Vocabulary Workshop. Literature includes the study of literary elements and the reading of all genres of literatures. Each cycle, students read an anthology, a novel focused on the theme, and a personal novel. Literature discussions follow the format of Socratic seminar. During each cycle, students attend writing workshops and write in the areas of personal choice, science, social studies, and health. Students write two research papers a year as part of their independent study. Students write daily responses to literature and must publish writing each cycle. With the use of a writing rubric, peers and teachers will evaluate each published piece of writing.

Speech

Speech includes a daily communications lab which focuses on grace and courtesy, listening skills, note-taking, actively participating in group discussions, articulating ideas, and making formal presentations. Students learn a variety of communication skills such as acknowledging others, “I” messages, active listening, goal setting, and group decision making. Students also participate in activities developed from Covey’s Seven Habits of Highly Effective Teens and The Heroic Journey. Each year the class develops a mission statement or constitution. They are able to practice these communication skills daily by working in community meetings, class committees, small group cooperative projects, and peer and cross-age teaching activities. Students give presentations with a group each cycle and individually.

Social Studies

This course includes geography and history. The geography curriculum includes the study of the themes of location, place, movements, regions, and interaction of people and their environment. The history curriculum focuses on the progress of the people and the following topics for Social Studies I: Forces (Revolutions), Structures (Governments and US government), Power (Human Rights Movements), Changes (Industrial Revolution and Economics), and Balance (Peace Education and Future Vision). The history curriculum focuses on the history of people and the following topics in Social Studies II: Connections (Native Americans), Exploration and Perspective, Identity (Immigration), Systems (Economics), Interdependence (Ecology & Future Visions). Students do personal and group work in these themes. The focus is on large questions and looking for patterns in history and its integration with all disciplines. Students develop creative projects and make presentations. In the spring of odd

years, students become an expert on one area of United States or Arizona history and present their research to their parents and peers.

Math

The math curriculum features components of curriculum integration, as well as practice to master basic math skills. The homework problems provide comprehensive review and continued practice of skills from previous lessons. Students must master comprehensive tests with at least 90% accuracy.

Algebra

This math course teaches basic Algebraic concepts as well as critical thinking and problem solving skills. Students must master comprehensive tests with at least 90% accuracy.

Physical Science

The physical science curriculum includes the study of Forces (Motion and Four Fundamental Forces), Structures (Nature of Science and the Structure of Matter), , Power (Power, Energy and Waves), Changes (Work and Machines), and Balance (Chemistry and Future Technology). Students do personal work and group work in these themes. The focus is on large questions and looking for patterns in science and its integration with all disciplines. Students develop long term creative projects and make presentations. In the spring of the even years, students become an expert on one area of science and present their research to their parents and peers. Outdoor education experiences and the use of machinery are also part of this study.

Life Science

The life science curriculum includes the study of Connections (Cells and Living Things), Exploration (Virus, Monera, Protista, Fungi), Identity (Genetics), Systems (Animal Systems), and Interdependence (Ecosystems and Future Vision). Students do personal work and group work in these themes. The focus is on large questions and looking for patterns in science and its integration with all disciplines. Students develop long term creative projects and make presentations. Outdoor education experiences and the use of machinery are also part of this study.

Physical Education and Health

The physical education class focuses on team sports, individual sports, and aerobic activities. Sports may include: volleyball, soccer, basketball, swimming, and softball. Students also participate in cooperative games. All students are

included in all activities. Health is the study of issues pertinent to the needs of early adolescents. Students alternate focusing on The Heroic Journey and The Seven Habits of Highly Effective Teens. This program has several purposes. One is to provide information about the transition from childhood to adolescence and the journey to adulthood. Another is to provide links between generations to help young people make the journey safely. A third is to create challenging and meaningful experiences similar to those in the initiation or rites of passage ceremonies. There is a time each day where students spend time in personal reflection for the development of their intrapersonal skills.

Spanish

Students learn to speak, read, and write Spanish. A textbook is used as well as other resources.

Computer Literacy

This computer literacy course includes keyboard skills, the use of a word processor, spreadsheets, database, graphics, academic programs, and simulation games. All of these activities are integrated into all subject areas. Students also have the opportunity to use the internet to gather data.

Outdoor Education

Students learn to work on and with the land. They also participate in a ROPES course which includes trust activities, group initiatives, individual challenges, and personal reflection. There is a class trip in the spring.

Career Education/Service Learning

In December half the students spend one week as an assistant in a Montessori classroom and the other half spend the week working in a business of their choice. For both experiences, students prepare a business letter stating their goals and verifying arrangements. Students also prepare a resume to include. The supervising adults then complete an evaluation form. Students do other spontaneous service based on need and interest.

In economics, students run a business. For the business, the students sell stock for the initial investment, keep the records, prepare, inventory, monitor supplies, and sell the products.

Fine Arts/Electives

The students will have the opportunity to select areas of exploration.

Areas of exploration vary each year with student interest and availability of outside teaching resources. Courses may include the following: computer, drawing, painting, sculpture, graphic arts, pottery, cooking, drama, music, tie-dye, batik, and T-shirt painting, .

CYCLES OF WORK

Each year there are five cycles of work followed by an immersion week for outdoor education, internships, and testing. Each cycle is five weeks. At the end of the fifth week, there is a product, presentation, written and self assessment of the thematic project work. The cycle format is designed to help students learn organization, decision making, and time management skills. If students are not at goal on Friday, they are expected to catch up on their own on the weekend with parental support. **Students complete weekly progress reports for parents to review, sign, and return the following Monday.** There will be study hall time each day for students to complete work. If students are not finished with mastery, then a grade will be given for the work completed. At the end of the cycle, students complete an assessment form that is sent home to parents.

CLASSROOM WORK

The school day is divided into two kinds of work: personal and group. Personal work is designed to make a match between the skills, abilities, and interest of each student, and there is a variety of work choices in every academic area to be done alone or in small self-chosen groups. Personal work is assessed individually with mastery tests which may be oral or written. There is opportunity to do modified, basic, and advanced work in most areas.

Group work is done in randomly chosen groups who learn to work together for five weeks. These groups work together on physical tasks such as the business, physical education, and academic tasks in the thematic units which integrate all subject areas. The thematic unit is assessed by individual written tests, group presentation and product, and self assessment of group process.

Students are expected to keep up with the class work and if necessary do what they can at home or in tutorials to keep caught up. If a student repeatedly misuses class time or interferes with the work of his/her classmates, then a conference is held and action plan is set up with the option of requiring that the student have an adult at their side at school to monitor their behavior until a pattern of appropriate behavior is practiced for an agreed upon length of time.

HOMEWORK

Homework consists of taking home and bringing back binders and all necessary materials, math problems, literature reading, vocabulary, Spanish, and self assigned work. The math work involves a math lesson and practice problems. Upon completion of the lesson, students should check their work and correct errors. If the student needs help on any problems, they are to indicate the problem numbers at the top of the page and ask for assistance the next day. After every eight or ten lessons, or at the end of each unit there is a test. Math homework should take approximately 30-45 minutes per day. Students should read at least 45 minutes each night and respond in writing to the reading. This includes the anthology, novel, and factual information for subject areas. The independent study homework consists of research and writing.

Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for school work. For concentrated learning to occur, students should study without the distractions of television and telephones. Student's homework assignments are given out at the beginning of each cycle. Thus, students know their assignments in advance so they can learn to plan ahead and avoid conflicts or late night studying. If a student does not complete their homework or bring their belongings to school, they are not prepared for class which makes the time spent at school non productive. If a student repeatedly is unprepared, a conference will be held. Students record completed homework ratio on their weekly progress and cycle summary form.

MASTERY LEARNING

Mastery learning is a form of personalized learning that gives students the necessary time to master particular skills before progressing to the next level of work. The student takes on the responsibility of learning a skill versus just accepting a low grade and never really learning the information. The teacher's job is to break down the learning steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information. The advantages of mastery learning, according to research, is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility. Its disadvantages, as listed by researchers, is that too many students receive A's. The procedure is to offer information, provide learning strategies and activities, provide a variety of assessments, and re-teach and re-test if

necessary.

Quizzes are distinguished from tests. Quizzes are to give feedback during the learning process and do not require 90+%. Tests are given at the closure of a body of work such as math chapters, vocabulary units, and after the completion of an area of study in health, science, and social studies. Tests are always corrected, no matter what the score, for learning. In the event that a retest has to be taken, all subsequent tests will be more in-depth; therefore, certain criteria must be met before a retest is administered such as: reviewing previous material, completing supplemental work, and receiving additional instruction from a teacher when necessary. If the student is still not successful in mastering the material after the second test, alternative testing styles will be utilized.

COACHING

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

Experiential Learning

As in all levels of Montessori education, there are opportunities for discovery and experiential learning in which participation is the goal. The areas in the secondary program where experiential learning is the goal are career education, outdoor education, electives, and trips.

MULTIPLE INTELLIGENCES

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

INDEPENDENT STUDY

Students will do two independent studies a year focused on history or science and a personal topic. In the fall of each year, students will create a project to present to the class on a topic of personal interest. In the spring the focus is on United States or Arizona history (odd years) or science (even years). There are specific guidelines and due dates along the way. A research paper is expected. This work is to be done individually. Parents are asked to sign a form agreeing to the selection of work and materials needed for the study, to support their adolescent by taking them to the library, to provide needed materials and resources, and to provide feedback.

OUTDOOR EDUCATION - Land Laboratory/Erdkinder

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

Dr. Montessori envisioned an Erdkinder (translated as children of the land) as the best environment for adolescents to study and work. Our program is developing opportunities for the students to work on and with the land. Students will garden with the younger children and develop horticultural projects at school. We are also looking to develop a land lab where the students can choose projects that they are interested in and do all the planning and building with help from an expert. Projects would be done in cooperative groups allowing the students to work with others towards a common goal. “The rural atmosphere offers students a kind of ‘place apart’—a safe and healthy environment to promote their transition to adulthood.”

DRUGS AND SEXUALITY EDUCATION

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

The school also has “Baby Think It Over” which is a 10 pound lifelike baby doll that was born with an earsplitting, nerve shattering cry. The high tech newborn, equipped with a microprocessor, shrieks randomly - day and night - and is quieted only when “fed”, comforted, or has its diaper changed. The “parent” must insert a key into the back and then decide what care is needed and provide that care. One eighth grader at a time will receive the baby for 3 days to experience the joys and responsibilities of parenting. “Grandparents” are asked to provide parenting advice and to limit their amount of baby-sitting.

Hermosa Montessori Charter School is a drug free school, and students who use alcohol, tobacco, or other chemical substances during or after school hours are subject to action by the school.

PHYSICAL EDUCATION AND PERSONAL REFLECTION

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

As part of the health curriculum, students spend thirty minutes each day after lunch in personal reflection. Dr. Montessori felt that early adolescents have a quest for self knowledge which in turn helps adolescents develop their identity. In our hurried society, we want the students to learn to spend time reflecting on goals, reducing stress, or creating a personal vision. At this time students will work by themselves on guided self knowledge activities that are recorded in a journal as relaxing music is played, do yoga guided by a video tape, do creative arts, or participate in the heroic journey and 7 Habits activities.

FINE ARTS

The fine arts are an important part of an holistic curriculum. Students integrate their musical and artistic knowledge and skills to the on-going projects and use it as an avenue of self-expression. On Friday, students choose areas of fine arts to study with specialists.

TUTORIALS

Tutorials are from 3:00-4:00 Monday-Thursday. During this time teachers are available to help students, monitor homework, or administer retakes of quizzes and tests. All retests must be done during tutorials. Students need to make a commitment to stay until 4:00 since early departures are disruptive. Tutorials may be canceled during immersion weeks or for monthly staff meetings.

PORTFOLIOS

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

ACHIEVEMENT TESTS

During the spring, students take a combined standardized test and AIMS test. The focus is the continual academic growth of each student. Research done in five Montessori schools in five different states shows a high positive correlation of number of years in Montessori and high scores on standardized achievement tests.

FAMILY - SCHOOL PARTNERSHIPS

Family Conferences

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

Other scheduled family conferences are held in January and May. Students are asked to prepare for their January and May conferences. They are asked to evaluate their progress in academic work, personal responsibility, and group responsibility. They prepare a portfolio of their work. Students then request their parents' and teacher's points of view in each area. Students, parents, or the teachers may request additional conferences throughout the year.

Summary for Parents

At the end of each week, students complete a form that identifies whether they have completed the appropriate amount of work for the week. The form is cumulative for the five weeks and **must be signed by a parent and returned every Monday**. Parents are asked to monitor the plan and help their adolescent keep their commitments. If they do not complete weekly work, students must attend the study hall on Friday to have the opportunity to get caught up—with teacher assistance.

At the end of each cycle, students summarize their work by recording assessments, activities and projects, and writing a self-assessment. This form is reviewed by a teacher, copied, and sent home. It is requested that parents review this report with their young person and contact the school if there are any questions or concerns. A meeting can be scheduled with parents, teacher, and the student to do problem solving if needed.

Communications Between Family and School

When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issues with the student. If the teacher feels it necessary for the parent to have specific information, 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 parents.

CLASSROOM PROCEDURES

Ground Rules and Consequences

For optimal learning to occur, the classroom atmosphere must be physically and psychologically safe. To ensure this safety, a set of baseline ground rules and their consequences have been established. For the student's benefit a sports metaphor is used to clarify the rules. Those inappropriate behaviors inside the "playing field" still allow the classroom to be a safe environment. Students are asked to complete a Student Action Plan to seek solutions for a reoccurring difficulty, and if the problem continues, a conference is held with the parents and a Conference Action Plan is developed. Verbal and/or physical abuse are outside the "playing field", and the student has stepped over the boundary. Since the classroom is no longer safe for others, immediate action is taken. Students are removed from the classroom according to the discipline policy. Before the student can be admitted back into the classroom, parents must meet with the teacher and the student.. The complete discipline policy as adopted by the governing board is available in the

office and on the web.

Integrity, Respect, and Responsibility

The classroom is based on the premise of integrity, respect, and responsibility. The Montessori classroom provides many opportunities at all levels for the development of these universal values. Integrity is trust and honesty. The ROPES course begins each year with activities for the students and teachers to learn to trust each other. 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—Responsibility I is taking responsibility for one's own needs in the learning environment such as learning time management, getting homework completed on time, focus, physical organization, and problem solving. Responsibility II is taking care of the needs of others and contributing to the group. This involves supporting others, working cooperatively, active listening, and self management in groups. Both are important in establishing a classroom community.

Communication Strategies

One of the early adolescent's psychosocial tasks is to develop appropriate relationships with others. In response to this developmental need, the program focuses on the learning of communication strategies. The four strategies taught are acknowledging others, "I" messages, problem solving (goal setting, decision making, win/win solutions), and active listening. Students learn about appropriate timing by asking a series of questions in order to reach the appropriate communication strategy. This framework is based on the integration of more than 200 resources. This framework may be useful for parents in helping their adolescents work through their social dilemmas. Information on the strategies and the questions appear in the appendix.

Committees

Each month students participate in classroom committees. Groups are chosen at random each cycle, and students rotate through each of the committees. Committees include leadership, business, and environment. The leadership committee leads the daily class meetings, greets guests, monitors whole group behavior, supervises lunch, and guides transition times. The business committee plans, runs, and records the financial matters of the business. The environment committee maintain classroom environment, inside and out, including classroom supplies and materials, cleaning, recycling, and plants on a daily basis.

Dress Guidelines

Student dress should allow students to participate comfortably in the many physical and outdoor activities. Clothing should cover the body adequately in order not to create distraction from work. Shorts should be a least 3 inches long at the inseam and shirts should have appropriate words, logos and messages and be of a length that allows participation in all activities. This means the hem of the shirt must overlap the top of the pant, regardless of what activity the student is participating in. The straps of tank tops need to have a width of at least 1". Students who come to school inappropriately dressed will need to call their parents and request a change of clothing be brought to them.

Video Games

Research has shown that video games that are found in video arcades are violent in nature and have few educational or social benefits. The school does not support students playing video games on school trips and/or school sponsored activities.

Snacks

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

Lunches

Students may bring their lunch from home. Lunches should be nutritious and well balanced. Students may not bring candy or carbonated beverages for lunch or snacks.

Excessive Absences and Tardies

Students are expected to be at school by 8:30 every day. Tardies are recorded. Each student is expected to attend classes every day except when illness, injury, or conditions beyond a student's control prevent attending class. When a student misses class, it is the student's responsibility to arrange to meet with the teacher to create a plan for completing class work. Short absences should be made up within a week and longer absences handled by the end of the work cycle. Frequent absences for any reason are certain to have a negative effect on a student's performance in school.

Excessive absence is defined as when the number of absent days exceeds 10% of the required days, or 5% by January 1st, or more than 6 consecutive days. The complete absence policy as adopted by the governing board is available in the school office or on the web.

Steps to follow after an absence:

1. Call the office by 10 a.m. or send a note stating the reason for absence.
2. A doctor's statement will be required for an extended and/or chronic illness.
3. Homework/classwork will be accumulated over the duration of the absence. Students will be allowed one day for each day absent to complete homework/classwork. Group work must be made up in written form.
4. Tests missed because of absences must be rescheduled within one week.

Non Promotion

Promotion is a team-based assessment including the following:

Portfolio assessment

Completion of work

Teacher observation of classroom behavior by current and prospective teacher.

Social-Emotional maturity

Standardized test scores

Recommendation of current teacher, prospective teacher, principal, and parent

The team's decision will be made by a majority vote. The complete non promotion policy as adopted by the governing board is available in the office or on the web.

Trips

At the beginning of the school year, students participate in a ROPES course . Activities include trust activities, group initiatives, and individual challenges. The purpose is to develop a cooperative spirit and to build a classroom community for optimal learning the rest of the year. In the spring, the class goes on an adventure trip. Ground rules are written by students and approved by the chaperones for each trip. **STUDENTS WHO BREAK GROUND RULES ON A TRIP WILL BE SENT HOME AT PARENTS' EXPENSE.** Parents are encouraged to help their young person find ways to earn the major portion of the monies for the trips.

Service Learning

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

Hermosa students participate in service learning each year by spending one week in December working in a Montessori classroom or in the business community. The teachers make all the arrangements for the school internships. Parents are requested to help their adolescent find an appropriate business internship site and provide the necessary transportation. Other community service projects are initiated by students and carried out throughout the year.

Hermosa Montessori Charter School Middle School Family-School Commitment Form

Student's Responsibilities

1. Be a contributing member of the class community and work to build a peaceful community.
2. Act with integrity, respect , and responsibility
3. Work hard, use time wisely, and complete each learning cycle.
4. Participate in outdoor education studies with a positive attitude and vigor.
5. Demonstrate mastery of at least 90% in the designated areas of study.
If mastery is not obtained, it is the student's responsibility to get assistance and to arrange to take an equivalent retest during

tutorials or study hall.

6. Complete daily homework by 8:30 each day and have your necessary materials.
7. Prepare and lead your scheduled family conferences and plan your educational goals.
8. Complete a weekly progress report to be signed by a parent and returned on Monday.
9. Complete progress report and self-assessment at the end of each cycle and mail to parents.

Teacher's Responsibilities

1. Create an atmosphere for learning to occur.
2. Facilitate the students in their learning.
3. Offer adolescents opportunities for challenging and meaningful work.
4. Meet with each student regularly to review progress and discuss any concerns.
5. Be available for students who need to finish work during study hall and the immersion week.
6. Schedule three family conferences each year and any additional ones as needed.
7. Serve as the liaison with community resources people.

Parents' Responsibilities

1. Read the entire Parent Contract Handbook
2. Familiarize himself/herself with the basic Montessori philosophy
3. Keep abreast of current activities by reading: the Hermosa Newsletters, the notices sent home, and notices sent via email.
4. Observe the School Calendar
5. Provide access to the necessary resources and materials for history, science, and other class projects such as providing transportation to the local library.
6. Attend scheduled family conferences and to participate in establishing the adolescent's educational plan.
7. Allow their adolescent to attend tutorial for retest or make-up work.
8. Support the participation in the outdoor education activities and attend scheduled trip meetings.
9. Review the weekly progress report, sign, and return the following Monday. To review the summary report at the end of each cycle and contact the teachers if there are concerns.
10. Support their adolescent to finish make-up work during study hall and immersion week; and if not completed during this extra time, to complete it in summer.
11. Meet with the teacher if the student's behavior requires a conference.
12. Facilitate the selection of and provide the transportation for the

business internship.

13. Provide a time and place at home conducive to completing homework on a daily basis.
14. Allow their adolescent to experience feedback in learning organizational, decision making, and time management skills.

student

parent

teacher

parent

APPENDICES

Name _____

Cycle 1 of 5

Contract and Summary Report

Absences _____ Tardies _____

Language

Vocabulary: Word Elements

Tests _____ Avg _____

Vocabulary

Grammar:

Literature: Anthology: All Together

Novel: Light in the Forest, I Heard the Owl Call My Name

Personal Novel: _____

Published Writing: _____

Computer: Mavis Beacon adjusted words per minute _____

Speech: Community meeting lessons on *subjects studied*

Self-management in groups ratio _____

Math

Textbook: Math 87, Algebra $\frac{1}{2}$, Saxon Algebra

Lessons _____ to _____ Quizzes _____

Test # _____ Test # _____ Test # _____ Test # _____

Personal World - Health

Lessons

Tests _____ Avg _____

Physical Science (NW)

Subjects studied

Tests _____ Avg _____

Vocabulary Tests _____

Social World (SW)

Subjects studied

Tests _____ Avg _____

Vocabulary Tests _____

Physical Education

Activities

Participation _____

Work Habits:

Homework done on time ratio for cycle: _____/_____

Extra time needed for work mastery and completion:

Days in Friday Study Hall _____ Days during Immersion Week _____

More than one score in a space indicates retests .

Weekly work

Week 1

1. Are you on target for this week? YES NO
2. If no, I will work on Friday in study hall instead of elective & extended PE.
3. After study hall on Friday I have met my goal? YES NO
4. If not, I will do the items on the list over the weekend and be at target on Monday when I arrive at school. **This must be reviewed and signed off by parents.**
5. Do you have any retests? YES NO Subject(s) _____
6. If yes, which days are you coming to tutorials? _____
7. Homework done on time (success/days) Math _____ Vocabulary _____ Literature _____

student's signature

parent's signature

Week 2

1. Are you on target for this week? YES NO
2. If no, I will work on Friday in study hall instead of elective & extended PE.
3. After study hall on Friday I have met my goal? YES NO
4. If not, I will do the items on the list over the weekend and be at target on Monday when I arrive at school. **This must be reviewed and signed off by parents.**
5. Do you have any retests? YES NO Subject(s) _____
6. If yes, which days are you coming to tutorials? _____
7. Homework done on time (success/days) Math _____ Vocabulary _____ Literature _____

student's signature

parent's signature

Week 3

1. Are you on target for this week? YES NO
2. If no, I will work on Friday in study hall instead of elective & extended PE.
3. After study hall on Friday I have met my goal? YES NO
4. If not, I will do the items on the list over the weekend and be at target on Monday when I arrive at school. **This must be reviewed and signed off by parents.**
5. Do you have any retests? YES NO Subject(s) _____
6. If yes, which days are you coming to tutorials? _____
7. Homework done on time (success/days) Math _____ Vocabulary _____ Literature _____

student's signature

parent's signature

Week 4

1. Are you on target for this week? YES NO
2. If no, I will work on Friday in study hall instead of elective & extended PE.
3. After study hall on Friday I have met my goal? YES NO
4. If not, I will do the items on the list over the weekend and be at target on Monday when I arrive at school. **This must be reviewed and signed off by parents.**
5. Do you have any retests? YES NO Subject(s) _____
6. If yes, which days are you coming to tutorials? _____
7. Homework done on time (success/days) Math _____ Vocabulary _____ Literature _____

student's signature

parent's signature

**August Family Conference Form
Parents' Preparation**

Student's name _____ Date _____

Bring to conference:

Students: 1. This form, 2. Survey of Academic and Self Management Skills, 3. Summer math and language work

Parents: 1. Parent Conference Form, 2. Survey of Academic and Self Management

Since the developmental needs of the adolescent are changing, the middle school program is designed differently than the elementary classes and has new levels of expectations. In order for the staff to serve your family better, please complete the attached survey and indicate your adolescent's level in each of the academic and self management areas. The survey includes the things expected of a middle school student. After you have completed the survey to give you ideas of your student's strengths and weaknesses, then proceed with the following questions:

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

2. Are there any questions you have regarding the program that you have after you have read the handbook?

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

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

A parenting class ____yes ____no ____undecided

A parent support group ____yes ____no ____undecided

Information on Montessori theory
and classroom practices ____yes ____no ____undecided

Provide resources for (topics)

**August Family Conference Form
Student's Preparation**

Student's name _____ Date _____

Bring to conference:

Students: 1. This form, 2. Survey of Academic and Self Management Skills, 3. Summer math and language work

Parents: 1. Parent Conference Form 2. Survey of Academic and Self Management

Since your developmental needs are changing, the middle school program is designed differently than the elementary classes and has new levels of expectations. In order for the staff to serve you better, please complete the attached survey and indicate your level in each of the academic and self management areas. The survey contains the things that are expected of a middle school student. After you have completed the survey to give you an idea of your strengths and weaknesses, then proceed with the following questions:

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

2. Are there any questions you have regarding the program that you have after you have read the handbook?

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

4. At the graduation speech at the end of your middle school years, what kind of statements would you like to have your peers and teachers say about your academic skills, personality, contributions, etc.

Conference Goal Setting Plan

Name

From the information discussed at the conference and on the parent and student form, decide on one goal on which to focus.

State the goal.

What are your reasons for wanting to obtain this goal?

How will you go about accomplishing your goal?

Write an affirmation for you goal (first person, present tense, in positive terms).

Conference Assessment

Academic Achievement:

	<i>Advanced</i>	<i>Basic</i>	<i>Modified</i>	<i>Incomplete</i>
Language				
Math				
Sciences				
Humanities				

Academic Skills:

___ Superior ___ High Average ___ Average ___ Below Average -

	<i>Usually</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Seldom</i>
Listens to and follows teacher's directions				
Is attentive to group discussions/activities				
Contributes appropriately to group discussions/activities				
Demonstrates ability to work independently				
Perseveres in spite of difficulty				
Works cooperatively				
Enjoys new challenges				
Exhibits problem-solving abilities				
Writes clearly				
Speaks clearly				
In self-motivated				
Is intellectually curious				
Is prepared for class				
Completes work on time				
Is present and on time				

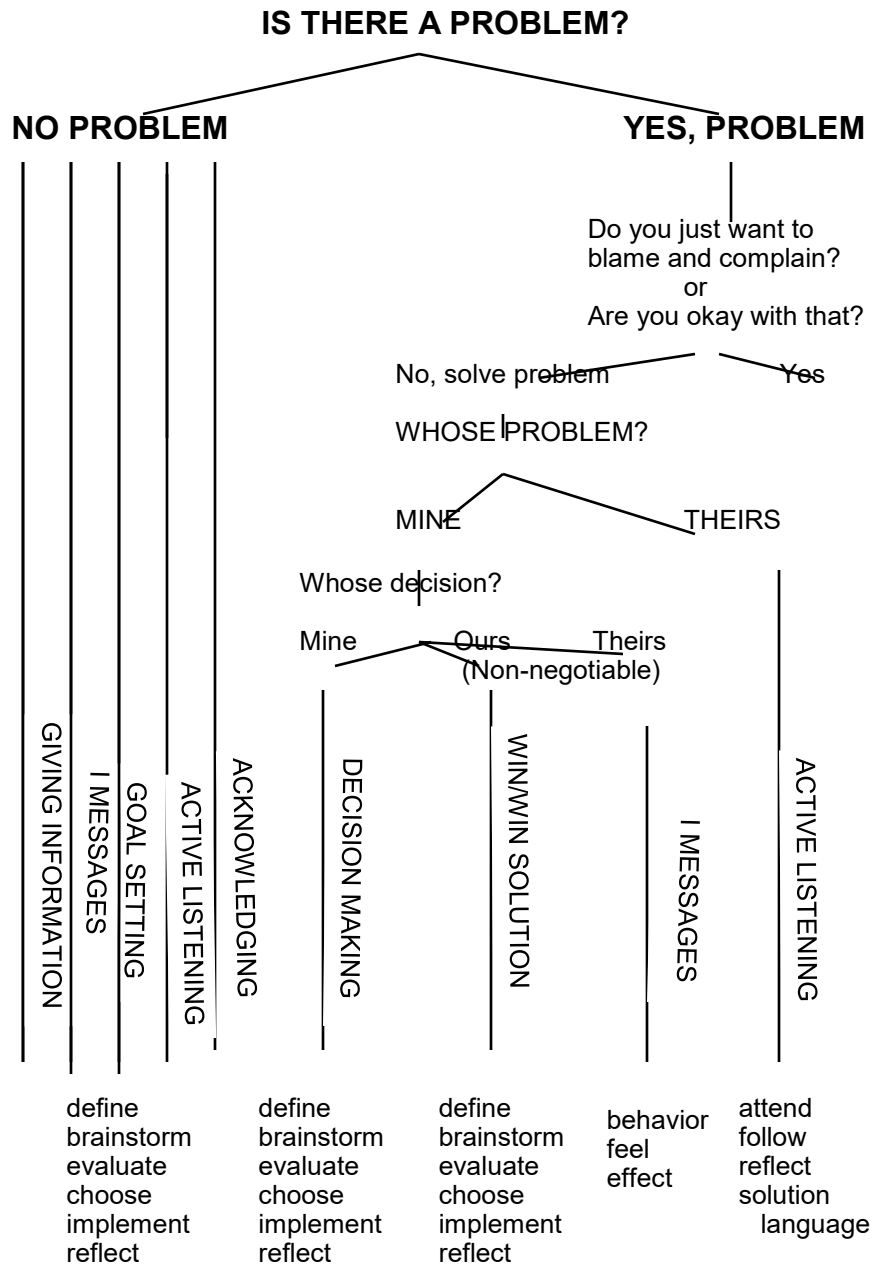
Habits of Mind

	<i>Usually</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Seldom</i>
Responds positively to constructive criticism				
Establishes friendships easily				
Is comfortable in a group				
Is respected by peers				
Respects others				
Has positive interactions with adults				
Demonstrates self-control				
Demonstrates appropriate behavior				
Exhibits emotional maturity				
Takes pride in appearance				

Descriptors

Aggressive	Honest	Immature	Disobedient	Self-disciplined
Mature	Oppositional	Vivacious	Manipulative	Conscientious
Over-protective	Social	Cheerful	Self-centered	Follower
Easily discouraged	Shy	Confident	Irritable	Perfectionist
Helpful	Witty	Responsible	Motivated	Positive leader
Anxious	Articulate	Well-liked	Organized	Negative leader

Hierarchy Communication Framework



Communication Strategies

Acknowledging

Purpose: Express appreciation
How To: Use person's name, focus on behavior
Pitfall: Person does not own unless they acknowledge

Active Listening

Purpose: Empower others to solve own problem, show caring, reflect real message
How To: Paraphrase, attend - verbally & nonverbally, listen for word choice, use solution language
Pitfalls: Problem solving for others, judging, avoiding

Solution Language

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

I Messages

Purpose: Express your point of view without blaming, take responsibility for your feelings.
How To: When (situation, behavior), I feel _____ because (effect, consequences)
Pitfalls: Using the word "you" in your I message

Goal Setting, Decision making, Conflict Resolution

Purpose: Come to some resolution
How To: Define
Brainstorm
Evaluate
Choose
Implement
Reflect
Pitfalls: Not having everyone participate who is involved

Brainstorming

Purpose: Create as many ideas as possible
How To: Select a recorder, set a time period, record all the ideas that are mentioned, build on others ideas, use the imagination
Pitfalls: Judging ideas

Parent Communication

Cycle_____

Phone_____ Take home_____

Date_____

This is the second time this cycle that I did not bring my completed homework to school. I did not do the following items:

Math Literature Spanish Vocabulary
Have graph signed Independent Study Other_____

I plan to complete this work in the following ways:

I agree to hand in this completed work by _____, before community meeting.

Student's Signature_____ Parent's Signature_____

Second Parent Communication

Date_____

This is the third time this cycle that I did not bring my completed homework to school. I did not do the following items:

Math Literature Spanish Vocabulary
Have graph signed Independent Study Other_____

I plan to complete this work in the following ways:

I agree to hand in this completed work by _____, before community meeting.

If I fail to bring my completed homework one more time in any area this cycle, I will have a family conference to problem solve.

Student's Signature_____ Parent's Signature_____

Third Parent Communication

Date_____

This is the fourth time this cycle that I did not bring my completed homework to school. I did not complete the following items:

Math Literature Spanish Vocabulary
Have graph signed Independent Study Other_____

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

Student's Signature_____ Parent's Signature_____

**BEHAVIORS AND CONSEQUENCES
INAPPROPRIATE BEHAVIORS WHICH STILL ALLOW OTHERS TO BE SAFE**

Inappropriate language not directed at a person.

Consequences:

Verbal reminder

Continued behavior results in conference, Family Action Plan

Distracting behavior during small group and/or personal work time.

Consequences:

Verbal reminder

Continued behavior results in conference with Family Action Plan in which adult comes to stay with student to monitor behavior.

Homework not done by 8:30 A.M., supplies not at school, or weekly work is not complete by Monday morning.

2nd time in cycle—Parents called

3d time in cycle—Student Action plan which parents sign

Continued behavior results in conference with Family Action Plan

Cycle of work not completed with mastery of information.

Complete assignments at home, attend tutorials.

If classroom assignments are not completed appropriately a failing grade may be reported on the student's transcript.

INAPPROPRIATE BEHAVIORS THAT MAKE THE CLASSROOM UNSAFE

Behavior:

Physically striking others in anger.

Verbal abuse directed toward an individual.

Any weapon or dangerous object brought to school

Cheating

Stealing

Lying

Consequences:

First Offense: Removal from class that day and the next day.

Conference with parents before reentry to classroom

Second Offense: Removal that day and the next 2 days.

Conference with parents before reentry to classroom

Third Offense: Removal that day and the next 3 days.

Conference with parents before reentry to classroom.

Fourth Offense: Removal from class that day and suspended from

school. Conference with parents and school director before reentry.

Discipline record forwarded to Governing Board for consideration of

suspension duration and/or expulsion.

A complete discipline policy is available by request.

Books Recommended for Middle School Students

Across Five Aprils by Irene Hunt, Pacer
Adventure of Huckleberry Finn by Mark Twain, Bantam
*Alas, Babylon by Pat Frank
All Creatures Great and Small (+series) by Herriot, Bantam
*All Quiet on the Western Front by Erich Remarque
And Maggie Makes Three by Joan Lowery Nixon, Dell
Animal Farm by George Orwell, Signet
Anne of Green Gables (+series) by Lucy Montgomery, Bantam
April Morning by Howard Fast, Bantam
Are You in the House Alone by Richard Peck, Dell
Autobiography of Benjamin Franklin by Franklin
Autobiography of Miss Jane Pittman by Ernest J. Gaines, Bantam
Black Boy by Richard Wright
The Black Pearl by Scott O'Dell, Dell
Black Like Me by John Griffin
Bless the Beasts and Children by Glendon Swarthout, Pocket
The Bloody Country by Collier & Collier
Brian's Song by William Blinn
Bridge to Terabithia by Katherine Paterson, Harper
Brothers of the Heart by Joan Blos, Aladdin
Building Blocks by Cynthia Voigt, Fawcett
Caddie Woodlawn by Carol Brinker, Collier
Call it Courage by Armstrong Sperry, Collier
The Call of the Wild by Jack London, Bantam
The Cay by Theodore Taylor, Avon
The Chocolate War by Robert Cormier, Dell
Come Sing, Jimmy Jo by Katherine Paterson, Avon
The Diary of Anne Frank by Anne Frank, Pocket
A Day No Pigs Would Die by Robert Newton Peck, Dell
Deadly Game of Magic by Joan Lowery Nixon, Dell
Dacey's Song by Cynthia Voigt, Fawcett
Durango Street by Frank Bonham, Dell
Earthsea Trilogy by Ursula LeGuin, Bantam
*Ethan Frome by Edith Wharton
Dragonwings by Laurence Yep
Fahrenheit 451 by Ray Bradbury
Farewell to Manzanar by Jeanne and James Houston
Flowers for Algernon by Daniel Keys, Bantam
Gathering of Days by Joan Blos, Aladdin
Ghosts I Have Been (+series) by Richard Peck, Dell
The Gift by Joan Lowery Nixon, Aladdin
The Giver by Lois Lowery
*Gone With the Wind by Margaret Mitchell, Avon

*Grapes of Wrath by John Steinbeck, Penguin
 *The Great Gatsby by F. Scott Fitzgerald, Scribner
The Great Gilly Hopkins by Katherine Paterson, Harper
Hiding Place by Corrie Ten Boom
Hiroshima by John Hersey
The Hobbit by Tolkien, Ballantine
Homecoming by Cynthia Voigt, Fawcett
I Am Cheese by Robert Cormier, Dell
I Am Fifteen-And I Don't Want to Die by Christine Arnothy, Scholastic
I Heard the Owl Call My Name by Margaret Craven, Dell
Incredible Journey by Sheila Burnford, Bantam
Island of the Blue Dolphins by Scott O'Dell, Yearling
Jacob Have I Loved by Katherine Paterson, Avon
Johnny Tremain by Ester Forbes, Dell
Julie of the Wolves by Jean Craighead George, Harper
 *The Jungle by Upton Sinclair, Signet
The Karate Kid by B.B. Hiller, Scholastic
The Kidnapping of Christina Lattimore by Joan Nixon, Dell
Let the Circle Be Unbroken by Mildred Taylor, Bantam
Light in the Forest by Conrad Richter, Bantam
Lilies of the Field by William Barrett
Little Women by Louisa May Alcott
Long Journey Home Julius Lester, Scholastic
 *Lord of the Flies by William Golding, Putnam
Meet the Austins by Madeleine L'Engle, Dell
Martian Chronicles by Ray Bradbury, Bantam
 *Moby Dick by Herman Melville, Signet
My Brother Sam is Dead by Collier & Collier, Scholastic
My Darling, My Hamburger by Paul Zindel, Bantam
My Antonia by Willa Cather
My Side of the Mountain by Jean George
 *Native Son by Richard Wright
 *1984 by George Orwell, Signet
 *Night by Elie Wiesel
No Promises in the Wind by Irene Hunt
O Pioneer by Willa Cather, Bantam
 *Of Mice and Men by John Steinbeck
Of Nightingales that Weep by Katherine Paterson, Avon
 *The Old Man and the Sea by Ernest Hemingway, Scribner
Old Yeller by Fred Gipson, Harper
 *Oliver Twist by Charles Dickens
One Day in the Life of Ivan Denisovich by Solzhenitsyn
 *One Flew over the Cuckoo's Nest by Ken Kesey, Signet
 *Ordinary People by Judith Guest

Orphan Train by Joan Lowery Nixon
 *Our Town by Thornton Wilder
The Other Side of the Mountain by E. G. Valens, Warner
The Outsiders by S.E. Hinton, Dell
The Pearl by John Steinbeck, Bantam
The Pigman by Paul Zindel, Bantam
 *A Raisin in the Sun by Lorraine Hansberry
Red Badge of Courage by Stephen Crane, Signet
The Red Pony by John Steinbeck, Bantam
 *Robinson Crusoe by Daniel Defoe
Roll of Thunder, Hear My Cry by Mildred Taylor, Bantam
Rumble Fish by S. E. Hinton, Dell
Sarah Bishop by Scott O'Dell, Scholastic
 *The Scarlet Letter by Nathaniel Hawthorne
A Separate Peace by John Knowles, Bantam
Shane by Jack Schaefer, Bantam
Sing Down the Moon by Scott O'Dell, Dell
Song of the Trees by Mildred Taylor, Bantam
Souder by William Armstrong, Harper
The Specter by Joan Lowery Nixon, Dell
The Slave Dancer by Paula Fox, Laurel-Leaf
The Stalker by Joan Lowery Nixon, Dell
Streams to the River, River to the Sea by O'Dell, Fawcett
Summer of My German Soldier by Brette Green
Tex by S.E. Hinton, Dell
That was Then, This is Now by S.E. Hinton, Dell
This Strange New Feeling by Julius Lester, Scholastic
To Kill a Mockingbird by Harper Lee, Warner
To Be a Slave by Julius Lester, Scholastic
The Time Machine by H.G. Wells
Treasure Island by Robert Lewis Stevenson, Bantam
Uncle Tom's Cabin by Harriet Stowe, Signet
Up A Road Slowly by Irene Hunt, Pacer
Walking up a Rainbow by Theodore Taylor, Dell
Watership Down by Richard Adams, Avon
The Westing Game by Ellen Raskin, Avon
When the Legend Dies by Hal Borland, Bantam
Where the Lilies Bloom by Vera & Bill Cleaver, Signet
Where the Red Fern Grows by Wilson Rawls, Bantam
The Witch of Blackbird Pond by Elizabeth Speare, Yearling
A Wrinkle in Time by Madeleine L'Engle, Dell
The Yearling by Majorie Rawlings, Scribner
Zia by Scott O'Dell, Dell
 **Advanced Reading Selection*

