

APPENDIX A – SCHOOL DESIGN

PETOSKEY MONTESSORI CHILDREN’S HOUSE

ELEMENTARY LEVEL

MISSION STATEMENT, GOALS AND MEANS

MISSION STATEMENT

We believe each child to be uniquely gifted, possessing a special potential. Our charge is to “*educate the human potential*” by aiding the student’s inborn drive to develop themselves.

GOALS for the Montessori Elementary Level include:

INTELLECTUAL GOALS

- Stimulate enthusiasm and self-motivation for learning
- Stimulate exploration and imagination
- Promote mastery of elementary level skills and concepts through experience, internalization, and understanding without emphasizing memorization and rote learning.

EMOTIONAL AND SOCIAL GOALS

- Foster a positive self-image, a sense of self-worth and self-esteem
- Encourage trust and healthy social adjustment (not limited to peer group) by:
 - Developing a sense of responsibility for actions and a comprehension of the effects of actions
 - Developing an awareness of one’s feelings and a sensitivity and respect for the feelings of others
 - Developing a positive, cooperative attitude towards teachers and school

PHYSICAL GOALS

- Develop mastery and control of large and small body movements, including fine motor skills and coordination necessary for writing and manipulation of materials
- Promote physical well-being and health

MEANS by which the PMCH Elementary Level addresses these goals include:

THE CHILD-CENTERED APPROACH: The system is child-centered and child-directed, not teacher centered. The teacher is a facilitator, partner and *guide*. The emphasis is on mutual respect, accepting and accommodating individual differences (including physical disabilities) and enabling each child to develop at his/her own pace.

THE PREPARED ENVIRONMENT: The carefully prepared physical environment is an essential ingredient of the Montessori approach. The separate

classroom, with its home-like atmosphere, defines the school community, providing a sense of place and inferred ownership. Students are able to share basic life experiences such as meal preparation, housekeeping and maintenance of the schoolyard. Students are also responsible for any number of animals that live at the school. The classroom itself, a completely prepared Montessori environment, is organized into several curriculum areas and activity spaces, including kitchen, library and mini computer lab.

THE MONTESSORI CURRICULUM: Students learn basic skills and concepts through the manipulation of developmentally appropriate materials that provide concrete understanding and are inherently interesting, appealing and self-correcting. There is an emphasis on learning how to find and organize information through integrated, multi-media studies and research projects that meaningfully incorporate separate disciplines. Art, drama, research projects, even outdoor adventures like camping are multi-disciplinary events. The thematic emphasis is on developing an awareness of the interdependency of all living and non-living things in the universe as well as an appreciation of and sense of responsibility toward the evolving ecological whole.

Objectives: The Montessori curriculum is sometimes referred to as a “psychodiscipline” insofar as it attempts to integrate the mental and physical growth of the child with his acquisition of knowledge. The objectives of this curriculum are to develop the child to his fullest potential by taking traditional subject matter (math, language, social sciences, physical sciences, etc.) and linking facts with the natural developmental curiosities which emerge in the child’s life. Upon completion of this curriculum, the child should demonstrate not only academic excellence, but a keen understanding of self, fellow man and the environment. Here are some characteristics which we hope to encourage in the child.

*fluency in basic skills	Reading, writing, spelling, arithmetic, factual expository, etc. are stressed in the very early years so that a child may rise academically to meet his already sophisticated interests.
*interdisciplinary breadth	Details are not presented as mere isolated facts, but rather as a network of knowledge tied into the various disciplines always converging on a universal picture of how the world works.
*self motivation	Materials are auto-didactic/self-correctional allowing the child to teach himself and thereby develop a self-discipline for life.
*integration of mental and physical fitness	Disciplines integrate learning with body movement employing in particular hand-eye coordinating tasks, as well as other physical education methods.

*social responsibility	Disciplines are geared to moral development so that the child's empathy and ability to cooperate with others is enhanced.
*appreciation of life	Factual knowledge is presented to demonstrate the progress of man and nature.

In the Montessori environment the curriculum objectives relative to academic subject areas can be perceived by the child. Each academic sequence is displayed on shelves in a dramatic and colorful fashion to entice the child and show him where he is going. Boxes are numbered, charts are ordered by chapters; nomenclature is organized into series. The classroom is scientifically designed to structure the child's exploration so that he makes contact with his particular curriculum objectives outlined in the scope and sequence chart.

THE COOPERATIVE, NON-COMPETITIVE ATMOSPHERE: There are no grade-based evaluations. Children learn to work cooperatively in academic group projects, physical sports and games. Disagreements are settled peacefully through conflict resolution.

A BLEND OF STRUCTURE AND FREEDOM THAT IS INDIVIDUALIZED: Student and guide together develop a bi-weekly study plan of goals. Students document their work daily in journals and check off goals as they are attained. The system can be fine tuned to insure each student is progressing and meeting their academic responsibilities.

THE MULTI-AGED CLASS: The Montessori method encourages mentoring relationships among students. Children work and learn formally and informally in mixed-aged groups. Students have opportunities to interact socially as well as academically with children of other ages.

OUT-OF-SCHOOL ACTIVITIES: Out-of-school experiences extend the boundaries of the prepared learning environment by expanding academic horizons, developing skills and encouraging accountability and social awareness. The school has participated in community outreach activities such as food drives for MANNA and contributing to WISHBOOK recipients as well as their year long socialization of Walloon, the seeing-eye puppy from the Leader Dog School in Detroit. Students plan fall, winter and spring activities to reinforce classroom studies. They also take weekly trips to the public library, grocery store, and the local recycle center. As often as they can, they take advantage of local museums and theatre productions as well.

THE PARENTAL COMMITMENT AND INVOLVEMENT: Parental involvement fosters a sense of belonging to the community beyond the classroom and is vital to the Montessori program. Parents are not only encouraged to

contribute time, energy and talents but asked to do so for a period of at least twenty hours during each academic school year.

THE STABLE LEARNING ENVIRONMENT: A priority is to provide students with a stable Montessori school community, from preschool and kindergarten through elementary and adolescent levels of school. Children should be assured of a continuous educational environment without disruptive enrollment policies such as lotteries and limits on out-of-district enrollment.

THE FLEXIBLE SCHOOL YEAR: The scholastic calendar is designed to benefit and balance child/guide needs for learning and leisure while still complying with state requirements for instructional hours.

APPENDIX B – ACCOUNTABILITY

Because the purpose of this Management Agreement is ultimately to promote student academic and social growth and achievement, the Corporation is accountable to both the Association of Montessori Internationale (AMI) and the Public Schools of Petoskey Board of Education for the recording and accountability of the students of the Petoskey Montessori Elementary School. Student growth and meeting learning outcomes will serve as the fundamental measure of accountability. The Corporation is also accountable to the Board and AMI for major elements of the process by which student progress is produced, particularly the performance of teachers. Therefore, the accountability system for the Petoskey Montessori Elementary School will be comprised of the following components:

- Clear and agreed upon measures of student achievement
- Appropriate measures of school quality
- An accountability plan for teachers including professional expectation, standards and performance appraisal systems

This appendix sets forth the general methods and criteria by which student progress and the educational process should be judged.

1. Student Achievement

The teacher will use observation as her means of evaluating the student's achievement, as is the prescribed AMI methodology. Observation is conducted daily, then recorded on individual student achievement forms. These forms mirror the core curriculum outline and indicate progression on an exact step by step basis. This form tracks the student's progress, at their individual levels, concurrently with achievement. Achievement records are maintained weekly then consolidated into two reports, a mid-year and end-of-year, that are used for both Parent-Teacher Conference use and official student file use. State tests such as the MEAP test will be administered annually to appropriate aged students. These tests are given for the sole purpose of familiarizing the students with a test of this nature. The Corporation does not use the results of the tests for assessing, evaluating or placement. The test scores **are not** to be published, compared or given out to any entity and only to parents who request. The test results are placed in the student's official school record. Copies of test scores are not retained by the Corporation.

2. Petoskey Montessori Elementary School Quality

In addition to student achievement measures, the Board and the Corporation recognizes the importance of other measures of student performance and school quality that must be included in the annual assessment of the Montessori School.

- a. Student satisfaction with the quality of the Montessori School.
- b. Professional satisfaction – the teacher will evidence high levels of professional satisfaction in their job. Teacher attendance, a direct

indicator of professionalism and confidential surveys or interview will serve as evidence of professional satisfaction.

- c. Other appropriate measures of school quality and teacher performance will be evaluated by an AMI consultant. A consultant is required to assess every AMI accredited Montessori school every three (3) years by AMI standards. The teacher will also have a bi-annual evaluation with the Corporation administrator to determine the progress of the classroom, students and teacher.

APPENDIX C

MONTESSORI SCHOOL FACILITY

Description of Educational Facility at Petoskey Montessori School

The structure which will be utilized for the educational programs of the Petoskey Montessori Elementary School consists of a newly built classroom that is attached to the existing structure. The new classroom will comprise approximately 1,126 square feet of useable floor space and can accommodate up to 30 students. This new addition was fully approved by the State of Michigan Fire Marshall, per code, prior to construction.

The Montessori School has approximately four (4) acres of grounds accessible to the Montessori students. Raised bed vegetable gardens, flower gardens, herb garden, etc., comprise, in part, land usage. A flat area, to be paved, has a basketball net, tetherball pole; small jungle gym play area and a grassy field for soccer.