



**LMA HANDBOOK**

**FOR**

**NONPUBLIC MONTESSORI**

**SCHOOLS AND TEACHERS**

(Revised 2015)

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# Louisiana Montessori Association(LMA)

## I. About LMA

The Louisiana Montessori Association (LMA) is a State authorized nonprofit organization that is the foremost Louisiana advocate for quality Montessori education. LMA is an association of independent nonpublic Montessori schools that have committed to Montessori education, the innovative child-centered approach to learning which empowers the child with a sense of independence and helps foster the full development of the child's potential as a human being. The mission of LMA is to encourage, promote, advance, and conduct the principles and techniques of the method of Montessori education in Louisiana.

LMA is the certifying authority for the Louisiana Nonpublic Montessori School System consisting of nonpublic Montessori schools and nonpublic Montessori teachers in the State of Louisiana. Louisiana Montessori laws create a Nonpublic Montessori School accreditation system and a Nonpublic Montessori Teacher Certification system which is *separate and distinct* from the school accreditation and teacher certification systems for other nonpublic and public schools.

LMA certifies nonpublic Montessori schools for State accreditation as fully accredited Louisiana Montessori schools and certify nonpublic Montessori teachers for State certification as Louisiana certified Montessori teachers.

LMA works in conjunction with the Louisiana State Superintendent of Education and the Louisiana Board of Elementary and Secondary Education (BESE Board) through the Louisiana Department of Education (LDE).

## II. Louisiana: Unique Montessori Association with Department of Education

Louisiana is unique in the United States in that it has a Montessori Association (LMA) that works alongside the Department of Education to assure state approved quality standards in Montessori education, resulting in State accredited nonpublic Montessori schools and State credentialed nonpublic Montessori teachers.

## III. LMA Membership

### A. Montessori School Membership

LMA membership is open to **nonpublic Montessori schools** which are State accredited nonpublic Montessori schools; Montessori schools which are LMA certified for LDE

approval status; and Montessori schools which are in the process of applying for certification for approval.

Montessori schools which are accredited, or which have received approval status through LMA certification and LDE status approval, will be listed on the LMA website as LMA Member schools which are accredited. All nonpublic Montessori schools listed on this website that are accredited have committed to achieving a higher standard of Montessori education. Accreditation is the highest form of validation that a school offers high quality education. Only approved and accredited nonpublic schools may vote at LMA meetings. Each LMA Member school has one vote at LMA meetings.

Schools that are not accredited, or which have not yet received approval status, may become LMA members but will be listed as schools that are in process of seeking approval status. Non-approved schools may not vote at LMA meetings.

Any school that fails to comply or fails to continue to comply, with LMA certification and State accreditations standards will be listed as unapproved schools in accordance with state law and the procedures.

### **B. Montessori Teacher Membership**

LMA individual membership is open to nonpublic Montessori teachers who are LMA certified and/or State credentialed; Montessori teachers who are applying for teacher certification; or Montessori teachers who are teacher interns; all of whom may attend LMA meetings and functions, although their membership is not a voting membership separate from their school.

### **C. LMA Partnerships**

LMA encourages building connections within the Montessori community through facilitating communications and helping to establish a network of support between teachers, administrators and proprietors of different schools; visiting other schools; sharing knowledge, information and ideas; participating in relevant workshops and meetings; and spreading an understanding of Montessori philosophy and education with parents, other educators, governmental officials and the general public.

## **IV. General Policies**

### **A. Annual Renewals and Applications Required**

Montessori Schools which are accredited approved schools are valid only for the current school year. School Certification and Accreditation certificates are valid only for the current school year. Schools must reapply annually through LMA. To be eligible for LMA certification, a school must meet all nonpublic Montessori school standards.

The required standards include standards on admission, school facilities, school environment, Montessori program requirements and teacher certification standards. Montessori school facilities must also meet standards, pass inspections and be approved by and licensed through both the Board of Health and Louisiana State Fire Marshall (contact those agencies directly for more information) and any other State or local agencies that are required in your city or area. Schools must also abide by all local, state, and federal ordinances, statutes, rules, and regulations.

### **B. Site Visits and Consultations**

A school visit by a LMA visitation team is a part of the certification process. The purpose of the site visit is to assess the school's compliance with LMA pedagogical standards and to assist the school and its teachers in providing the best Montessori education possible. The visitation team meets with the school administrator or director and observes the classes, the teachers, the facilities and other relevant aspects of the school. An LMA observation report is written as to the school's compliance with standards, and includes LMA recommendations for certification, or recommendations indicating what needs to be done for a school to come into full compliance with standards. LMA site visits to LMA certified schools are recommended at least once every five years. As needed, revisits may be scheduled for the following year to assure implementation of any recommendations. School compliance with required Montessori school standards is based upon site visits by LMA of the Montessori school, LMA communication with the school, and timely filing of annual reports required to be filed by the school with LMA and LDE. Site audits may also be conducted by either LMA or LDE to assure continued compliance with accreditation standards.

Based on each Montessori school's compliance with required Montessori school standards and annual submission of its LMA Annual School Report filed with the LMA (by October 1 of each year), followed by each school's filing its Nonpublic School's Annual School Report with the Louisiana Department of Education (LDE) online on the LDE website (by October 15 of each year), LMA submits annually its list of certified Louisiana Montessori schools to the LDE for approval and accreditation. The LMA accredits and the LDE approves schools each year.

Note that each accredited Montessori Early Childhood program shall have at least one Class A Montessori Early Childhood teacher. Each class shall have at least one Class B Montessori teacher with an assistant possessing a baccalaureate degree. Each accredited Montessori school elementary – secondary program shall have a Class A Montessori teacher for each level offered.

### **C. LMA Certification Limitations**

Accreditation is the highest form of validation that a school offers quality Montessori education. Louisiana also issues State of Louisiana teaching credentials to teachers who

have received quality training from approved Montessori Teacher Training programs. However, accreditation and certification is not a guarantee of the standard of educational performance of any particular school or teacher.

LMA certifies and LDE approves and accredits nonpublic Montessori schools based upon each school meeting the objective standards for nonpublic Montessori schools.

LMA recognition and certification should not be considered a complete endorsement of the school's total operations, nor as a guarantee of the quality of educational outcomes as to any particular school. Quality education is based upon many intangible factors. LMA Certification is limited to recognition that the school meets the standards of Montessori Pedagogy; meets the objective requirements set for Montessori schools, classrooms and facilities; and meets teacher certification requirements for teachers in the classrooms.

LMA school accreditation and teacher certification provides a general indication that the school and the credentialed teacher meet these objective standards. When a school or a teacher achieves the level of meeting these standards, this is an indication of a higher commitment to quality Montessori education by the school and the teacher. Parents and families are responsible for the selection of schools, and should do their own research and visitation, and make their own determination as to whether a particular school, including the manner in which it operates, and the quality of its educational program, is right for them and their children.

LMA in no way guarantees nor makes any prediction of any educational outcomes as to any school or as to any child. In general, non-pedagogical and other non-Montessori operational matters outside of LMA's supervision and mandate should be addressed with the particular school or with local or state agencies. In no circumstance does LMA submit itself to or claim any liability for a school's failure to abide by standards or other requirements.

## **V. The Services We Provide**

- A. LMA provides oversight of nonpublic Montessori schools in Louisiana and cooperates with the Louisiana Department of Education (LDE) in working toward the approval and accreditation of nonpublic Montessori schools and the certification of nonpublic Montessori teachers in Louisiana.
- B. The LMA also works in conjunction with and as a support to the LDE in helping to supervise standards and in filing annual reports for nonpublic Louisiana Montessori schools.
- C. LMA provides such services as:
  - being a liaison between LDE and Montessori schools;

- working with Montessori schools to provide annual reports to LDE;
- conducting periodic site visitations to Montessori schools to ensure compliance with Montessori standards of education;
- providing LMA analysis of status determination reports to LDE as to whether individual Montessori schools are accredited approved, provisionally accredited approved or not approved as regards to meeting Montessori and state department standards for accreditation;
- providing support services to Montessori schools and teachers as requested and needed;
- providing centralized record keeping for Louisiana Montessori schools and teachers;
- providing inquiry into complaints that may be lodged against a school;
- providing information regarding Montessori education and educational standards to the Montessori community.

In summary, LMA works with the Louisiana Montessori School System (consisting of nonpublic Montessori schools and nonpublic Montessori teachers in Louisiana) in a support capacity to the LDE, helping nonpublic Montessori schools and teachers meet and maintain Montessori educational standards for educating children in the State of Louisiana.

## VI. Our Goals

### A. LMA goals are:

- **Setting** high professional standards for authentic Montessori education to be practiced in Louisiana nonpublic Montessori schools
- **Certifying** and approving qualified nonpublic Montessori schools for State accreditation and qualified nonpublic Montessori teachers for State certification
- **Responding** to requests from Louisiana nonpublic Montessori schools and teachers for information on LMA membership, accreditation and certification, as well as information on accredited teacher training programs in the United States

- **Informing** the public about nonpublic accredited approved Montessori schools in Louisiana
- **Advocating** for policies that support and increase the availability of authentic Montessori education in Louisiana
- **Dissemination** of information to our member schools, as well as conducting annual and special LMA membership meetings
- **Supporting** members by actively responding to the common needs as they arise, as well as supporting the accreditation process of new schools

## VII. LMA Code of Ethics

Membership in Louisiana Montessori Association (LMA) shall imply that member schools observe, in spirit as well as in practice, high professional and ethical standards in their relationships with their own students, parents, faculties and employees, as well as with other Montessori schools and organizations and the general public.

LMA member schools:

- Represent their schools truthfully and accurately to the general public and internally to the parent community
- Represent professional qualifications accurately and with clarity and true intent
- Conduct oneself with honesty, fairness, tolerance, respect, and compassion
- LMA members agree to have respectful communication about LMA and other LMA member schools and teachers
- LMA member schools agree not to initiate recruitment of faculty and students of another LMA member school

## VIII. Louisiana Montessori Laws

### A. Louisiana Act 400 (La. R.S. 17:3401), Chapter 27, RS 17:3401-3403 CHAPTER 27. MONTESSORI SCHOOLS AND TEACHERS

§3401. Accreditation of Montessori schools and certification of Montessori teachers; procedure; loss of accreditation



- A. The Louisiana Montessori Association, or its successor, shall submit to the state superintendent of education a list of schools and teachers certified by the association as Montessori schools and Class A Montessori teachers for accreditation or certification by the State Board of Elementary and Secondary Education as Montessori schools and Louisiana state Montessori teachers. The association shall also submit to the state superintendent of education in connection therewith any additional reasonable information required by the aforementioned board. The State Board of Elementary and Secondary Education shall accredit such schools and certify teachers so accredited or certified by the state superintendent of education under the provisions of this Chapter, as Montessori schools and Louisiana state Montessori teachers. The provisions of this Chapter shall apply only to accreditation of nonpublic Montessori schools.
- B. The state superintendent of education shall appoint a school accreditation committee to insure compliance with this Chapter. The committee shall consist of five members who shall be appointed by the superintendent of education from a list of not fewer than seven names to be submitted by the Louisiana Montessori Association. Such committee may recommend to the superintendent of education accreditation of schools in compliance with this Chapter or loss of accreditation of those schools not in compliance with the provisions of this Chapter.

This committee shall serve without compensation or expenses.

Added by Acts 1976, No. 290, §1. Amended by Acts 1982, No. 400, §1, eff. July 20, 1982.

**§3402. Minimum requirements for school certification; admission policies; environment; program**

The minimum requirements for certification as a Montessori school shall be as follows:

A. Admission policies

All admissions in a Montessori school shall be open to all persons of all races, creeds, or color, and to all persons with disabilities as defined in R.S. 51:2232(11).

B. Physical plant

The physical plant must comply with state and local fire and health regulations and with applicable building codes.

C. Environment

- (1) The environment shall be prepared, arranged and equipped to structure the child's free movement and responsibility. There shall be space so each child can move freely without interrupting activities of others. The school shall be attractive, cheerful, orderly, clean and in good repair to evoke in the children a positive response to beauty and to life, and to satisfy their need for order. It shall be free

- of health and safety hazards.
- (2) There shall be furnishings and arrangements to encourage the children to become more self-reliant and independent in caring for their own needs. There shall be lightweight, movable, child-sized furnishings. The equipment shall be arranged on low, easy-to-reach shelves in an orderly way, with materials of the same general classification placed together.
  - (3) Each child shall have a special place to keep his personal belongings and school work. Freedom with responsibility leading to independent self-direction shall be a basic consideration.
  - (4) An outdoor play area shall be easily accessible.
  - (5) General requirements indoors are:
    - (a) Low child accessible shelving in neutral or light colors for placement of materials with adequate space for placement without crowding.
    - (b) Walls in light or neutral colors to adequately emphasize the materials.
    - (c) Child-sized furniture, tables and chairs.
    - (d) Each child shall have a special place for his personal belongings and school work.
    - (e) Flooring shall be of a type that can be kept clean and safe.
    - (f) Rugs and mats shall be available and accessible to the children and shall have orderly storage.
    - (g) Adequate lighting--if possible, one hundred sixty watts fluorescent for every one hundred square feet of floor space.
    - (h) There shall be thirty square feet of working space per child or thirty-five square feet per child of total usable facilities.
    - (i) Every school should have child accessible toilet facilities adequate to the number of children. They should be clean and have adequate hand washing facilities.
  - (6) General requirements outdoors are:
    - (a) Seventy-five square feet of outdoor space for each child in the group at any one time.
    - (b) Outdoor space shall be easily accessible, safe and protected, and shall be fenced.

- (c) Outdoor equipment shall be safe and provide adequate opportunities for a variety of large muscle activities.
- (d) The outdoor area shall be pleasant and attractive with some gardening opportunities available.

D. The Program

The requirements for the program are:

- (1) Montessori Junior School begins at six years of age and continues through the age of eighteen years, approximately. Thus, the junior school encompasses the child's learning experience from kindergarten through high school.
- (2) Early enrollment shall be encouraged, starting between the ages of two and one-half to three and one-half years or earlier, to take advantage of early sensitive periods for learning.
- (3) Placement at the primary or junior level shall be determined by the child's achievement and level of development.
- (4) The classroom shall have, if possible, a mixed age group spanning at least three years so that the children will have a variety of models from which to learn. Attendance through kindergarten age shall be encouraged for maximum benefit of the program.
- (5) The class shall meet five days a week for a minimum of three hours a day to provide the necessary learning continuity in classes for students below six years of age. Montessori junior classes of students six years of age and above shall meet a minimum of one hundred and eighty days per year, five days a week, a minimum of twenty-eight hours per week, excluding lunch and recess.
- (6) Parents shall be allowed to observe the children at work.
- (7) The school shall have a full range of Montessori equipment for all age groups; basically: practical life--activities that cultivate ability to care for self and environment; sensorial--activities that sharpen the senses in preparation for accurate observation of the physical world; academic and cultural--activities that develop ability in such subjects as language, reading, writing, mathematics, geography, history, life science, art, music, dance, dramatics, construction, and a second language.
- (8) The materials shall be self-teaching so children can learn from them by self-discovery and voluntary repetition rather than by rote memorization of what someone tells them about the materials. The children shall work independently once the materials are introduced.

- (9) The materials shall require active participation of the children so that the major part of their learning comes from concrete sensorial experience.
  - (10) The materials shall reflect reality and nature so that children can organize their perceptions of the world accurately.
  - (11) The materials shall be open ended so that it is possible for children to learn more than one concept from each piece.
  - (12) The materials shall isolate only one factor of difference to emphasize the particular attribute or concept.
  - (13) The art materials shall be basically structured to allow the children to freely create their own ideas after the teacher has initially demonstrated their use.
  - (14) The Montessori materials shall be introduced sequentially.
  - (15) The materials shall be attractive and of the best quality affordable to provide stimulation for new exploration or imagination. They shall be clean, orderly, and in good repair.
  - (16) The program shall provide annual standardized testing for Montessori junior students six years of age and above.
- E. (1) Each Montessori school shall have at least one Class A Montessori teacher, and each class shall have at least one Class B Montessori teacher with an assistant possessing a baccalaureate degree.
- (2) Each Montessori junior school and junior class with students six years of age and above shall have at least one teacher certified in Montessori for the age level which he serves, and possessing a baccalaureate degree.
- F. (1) Provisional accreditation may be granted for a school with a Class B certified teacher who is working toward a baccalaureate degree taking a minimum of six hours per year.
- (2) Provisional accreditation may be granted for a Montessori junior school for three years, provided each teacher of a junior school class possessing a baccalaureate degree is working toward Montessori junior certification.

Added by Acts 1976, No. 290, §1. Amended by Acts 1982, No. 400, §1, eff. July 20, 1982; Acts 1993, No. 820, §.Act 2014, No 34, S§1.

**§3403. Minimum requirements for teacher certification; authorization for supplemental compensation**

- A. Montessori teachers having the requirements set forth below shall be certified by the

appropriate Montessori organization as follows:

- (1) A "Class A" teacher shall have a certification from either the American Montessori Society, the Association Montessori Internationale, the St. Nicholas Training Course of London, Montessori World Education Institute or any other Montessori training course jointly approved by the State Board of Elementary and Secondary Education and the Louisiana Montessori Association, plus a baccalaureate degree and at least one year of teaching experience in a Montessori school.
  - (2) A "Class B" teacher shall have a certification from either the American Montessori Society, the Association Montessori Internationale, the St. Nicholas Training Course of London, or the Montessori World Education Institute, or any other Montessori training course jointly approved by the State Board of Elementary and Secondary Education and the Louisiana Montessori Association, plus at least one year of teaching experience in a Montessori school.
  - (3) A "Class C" teacher shall have a certification from either the American Montessori Society, the Association Montessori Internationale, the St. Nicholas Training Course of London, or the Montessori World Education Institute, or any other Montessori course jointly approved by the State Board of Elementary and Secondary Education and the Louisiana Montessori Association.
- B. A teacher who teaches a junior class shall have Montessori certification for the age levels which he teaches and a baccalaureate degree.
- C. Notwithstanding any other provision of law to the contrary, any person teaching in a Montessori school who receives a salary paid by the government of France may receive additional compensation paid by the employing school out of funds available to the school for such purpose whether such funds are part of its normal operating budget or are provided by its parent organization or any local, state, or federal educational organization or foundation. The school may compensate the person up to the amount of the difference in salary paid such person by the government of France and the average salary of a teacher in a public school in Louisiana with comparable qualifications and experience.

Added by Acts 1976, No. 290, §1. Amended by Acts 1982, No. 400, §1, eff. July 20, 1982; Acts 2000, 1st Ex. Sess., No. 56, §1, eff. April 17, 2000.

## **B. Louisiana Handbook for Nonpublic School Administrators**

### **Bulletin 741, Chapter 1 §107.**

#### **School Approval**

##### **E. Classification Categories**

iv. c. *Louisiana Montessori accredited approved school* – school meets the Louisiana Montessori Association’s accreditation requirements and has met all other approval criteria established by this bulletin for Board of Elementary and Secondary Education (BESE) approval,

d. *Louisiana Montessori provisionally accredited approved school* – school is working toward meeting Louisiana Montessori Association’s accreditation requirements and has met all other approval criteria established by this bulletin of Elementary and Secondary Education (BESE) approval.

## **C. Louisiana Standards for State Certification of School Personnel (Bulletin 746)**

### **Subchapter C. Ancillary Teaching Certificates**

#### **§341. Introduction**

A. Ancillary certificates are issued by Louisiana for those who provide teaching, support, administrative, or supervisory services to children in K-12 schools. See Chapter 4 of this bulletin for an explanation of ancillary certificates issued for those who provide support services in K-12 schools. See Chapter 7 of this bulletin for an explanation of ancillary certificates issued for those who provide administrative and supervisory services in K-12 schools. There are three types of ancillary teaching certificates:

1. Ancillary Artist or Talented Certificate;
2. Nonpublic Montessori Teacher Certificate;
3. Certificate for Family and Consumer Sciences—Occupational Programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A) (10), (11), (15); R.S.17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1805 (October 2006), amended LR 38:3136.

**§345. Nonpublic Montessori Teacher Certificate**

- A. Nonpublic Montessori Teacher Certificate—valid for life with continuous service.
  - 1. Diploma indicating the completion of an approved Montessori Training Program.
- B. Louisiana Montessori teachers will be certified and issued Louisiana Montessori teaching certificates by the Louisiana Department of Education.
- C. Eligibility Guidelines
  - 1. For a Type C Montessori Certificate—the teacher shall have completed training from one of the following:
    - a. American Montessori Society;
    - b. Association Montessori Internationale;
    - c. St. Nicholas Training Course of London;
    - d. The Montessori World Education Institute;
    - e. Southwestern Montessori Training Institute;
    - f. Any other training course jointly approved by the Louisiana Board of Elementary and Secondary Education and the Louisiana Montessori Association.
    - g. International Montessori Council (LMA approved, LDE pending)
  - 2. For a Type B Montessori Certificate:
    - a. at least one year of successful teaching experience in a Montessori school; and
    - b. completed training from one of the following:
      - i. American Montessori Society;
      - ii. Association Montessori Internationale;
      - iii. St. Nicholas Training Course of London;
      - iv. The Montessori World Education Institute;
      - v. Southwestern Montessori Training Institute
      - vi. Any other training course jointly approved by the Board of Elementary and Secondary Education and the Louisiana Montessori Association.
  - 3. For Type A, Junior Class A, and Junior Montessori certificates:

- a. a bachelor's degree from a regionally accredited college or university;
  - b. at least one year of successful teaching experience in a Montessori school; and
  - c. completed training from one of the following:
    - i. American Montessori Society;
    - ii. Association Montessori Internationale;
    - iii. St. Nicholas Training Course of London;
    - iv. The Montessori World Education Institute;
    - v. Southwestern Montessori Training Institute;
    - vi. Any other training course jointly approved by the Board of Elementary and Secondary Education and the Louisiana Montessori Association.
    - vii. International Montessori Council (LMA approved, LDE pending)
- D. This certificate is valid for five years initially and may be renewed thereafter for a period of five years at the request of a LEA. For renewal of the ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S.17:3902.
- E. The certificate lapses for disuse if the holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses during the five year period immediately preceding request for reinstatement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1805 (October 2006) amended LR38;3136(December 2012).



## **D. Approval of Training Courses**

- A. The Montessori Training course must accept students without regard to race, creed, or national origin.
- B. The course, at a minimum, must include the following:
  - 1. required reading of Dr. Montessori's works;
  - 2. Montessori philosophy and theory;
  - 3. child development;
  - 4. practical life;
  - 5. sensorial materials;
  - 6. cultural subjects;
  - 7. academic subjects;
  - 8. twenty hours of observation of a Montessori class; and
  - 9. supervised practice sessions with Montessori apparatus.
- C. The Montessori training course staff must have Montessori certification and five years Montessori classroom experience.
- D. Students must pass both a written and practical examination.
- E. Students must have worked on training requirements for a minimum of one academic school year.
- F. It is desirable for the Montessori training course to have university affiliation.
- G. The petitioner's request for approval must be submitted in writing to the president of the Louisiana Montessori Association (LMA) and to the DOE, Office of Quality Educators.
- H. The LMA president shall acknowledge receipt in writing within two weeks and ask that a detailed description of the Montessori Training Course, including faculty, location, curriculum, and any pertinent requirements be sent to the LMA. Included with the above acknowledgment shall be a copy of Act 400 of 1982 and "Standards for Approval of Louisiana Montessori School."
- I. The LMA president shall notify the LMA Training Approval Committee of the application and send a description of the Montessori Training Course to all committee members. The LMA president will submit a list of committee members and all applicable information to the DOE, Office of Quality Educators.
- J. The committee will review the information and make a decision for approval or denial to the president of the LMA within two weeks.

- K. The committee's approval or denial shall be brought before the general membership and their recommendation voted on within three months.
- L. Notification of LMA approval or denial shall be sent to the DOE, Office of Quality Educators, within two weeks of the LMA decision, and reason for denial, if applicable. The DOE will review the LMA's decision and make EDUCATION Louisiana Administrative Code July 2011 96 recommendations to the Board for approval or denial and notify the petitioner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3401.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1313 (June 2005).

### **E. School Approval Procedures**

Any Montessori school seeking review by the DOE and approval by BESE must follow these procedures.

1. Application for approval shall be submitted on a Montessori Annual School Report form prescribed by the DOE.
2. One copy of the form shall be sent to the LMA, one copy submitted to the DOE and one copy kept on file in the school office.
3. A letter requesting an initial approval visit should be sent to the LMA and the DOE.
4. The form will be analyzed by both the LMA and the DOE.
5. After ascertaining that the school has met standards according to the written report, a visiting committee consisting of a minimum of five members (at least four Montessori teachers selected by the LMA and one DOE staff member) will be assigned to make an initial approval visit.
6. Montessori teachers shall serve on the visiting committee without compensation or reimbursement of expenses by the DOE.
7. After visitation by the committee, the school will be notified in writing of the recommendation made by the committee to the DOE for further recommendation to the BESE for assignment of a classification category.
8. A school denied approval by BESE shall be entitled to an appeal.
9. No hearing shall be granted unless a written appeal is received by the BESE within 30 days of the date of denial.
10. For continued state approval, Montessori schools shall submit a Montessori Annual School Report to the LMA and to the DOE for analysis and recommendation of a classification category to BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3401.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1314 (June 2005).

**E-2 Staff Requirements**

- A. Each school shall have at least one Type "A" certified Montessori teacher.
- B. Each class shall have at least one Louisiana state certified Montessori teacher.
- C. Each class shall have a teacher or teacher aide possessing a bachelor's degree.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3401; R.S. 17:3403.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1314 (June 2005).

**E-3. Plant and Facilities**

- A. The physical plant must comply with state and local fire and health regulations and with applicable building codes. It shall be free of health and safety hazards.
- B. The school shall be attractive, cheerful, orderly, clean, and in good repair.
- C. Indoor Requirements
  - 1. Low child-accessible shelving shall be in neutral or light colors for placement of materials with adequate space for placement without crowding. Instructional materials of the same general classification should be placed together.
  - 2. Walls shall be light or neutral colors to emphasize adequately the materials.
  - 3. Lightweight, movable, child-sized furniture (tables, chairs) shall be available.
  - 4. Flooring of a type that can be kept clean and safe shall be installed.
  - 5. Rugs and mats shall be available and accessible to the children and there shall be an orderly place for their storage.
  - 6. Adequate lighting (160 watts fluorescence for every 100 square feet of floor space is recommended) shall be in place.
  - 7. Thirty square feet of working space per child or 35 square feet per child or total usable facilities shall be available to allow each child to move freely without interrupting the activities of others.
  - 8. The environment shall be prepared, arranged, and equipped to structure the child's free movement and responsibility.
  - 9. Child-accessible toilet and hand washing facilities adequate for the number of children shall be available.

**D. Outdoor Requirements**

1. Seventy-five square feet of outdoor space shall be available for each child in the group at any one time.
2. Outdoor space shall be easily accessible, safe, and protected and shall be fenced.
3. Outdoor equipment shall be safe and provide adequate opportunities for a variety of large muscle activities.
4. The outdoor area shall be pleasant and attractive with some gardening opportunities available.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3402.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1314 (June 2005).

**E-4. Programs and Materials**

- A. Montessori junior school begins at six years of age and continues through the age of 18 years, approximately. Thus, the junior school encompasses the child's learning experiences from kindergarten through high school.
- B. Freedom with responsibility leading to independent self-direction shall be a basic consideration of the school's instructional program.
- C. The school shall be attractive, cheerful, orderly, clean, and in good repair to evoke in the children a positive response to beauty and to life, and to satisfy their need for order.
- D. The school's instructional program shall incorporate the following types of activities:
  1. language activities;
  2. math activities;
  3. cultural activities (geography, history, life science, art, music, dance, dramatics, construction, second language);
  4. sensorial activities that sharpen the senses in preparation for accurate observation of the physical world; and
  5. practical life activities that cultivate ability to care for self and environment.
- E. The school must be equipped with Montessori materials in all basic areas, well maintained, and in good condition.
- F. Instructional materials shall be self-teaching so that children can learn from them by self-discovery and voluntary repetition rather than by rote memorization of what someone tells them about the materials.
- G. Children shall work independently once the materials are introduced.

- H. The materials shall require active participation of the children so that the major part of their learning comes from concrete sensorial experience.
- I. Materials shall reflect reality and nature so that children can organize their perceptions of the world accurately.
- J. Instructional materials shall be open-ended so that it is possible for the children to learn more than one concept from each piece.
- K. The materials shall isolate only one factor of difference to emphasize the particular attribute or concept.
- L. The art materials shall be basically structured to allow children to create their own ideas after the teacher has initially demonstrated their use.
- M. The Montessori materials shall be introduced sequentially.
- N. The materials shall be attractive and of the best quality affordable to provide stimulation for new exploration or imagination.
- O. They shall be clean, orderly, and in good repair.
- P. The program shall provide annual standardized testing for Montessori junior students six years of age and above.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3402.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1315 (June 2005). EDUCATION Louisiana Administrative Code July 2011

#### **E-5. Scheduling**

- A. The academic school year shall be 180 days.
- B. The class shall meet five days a week for approximately three hours a day or more to provide the necessary learning continuity.
- C. Montessori junior classes of students six years of age and above shall meet a minimum of 180 days per year, five days a week, for a minimum of 28 hours per week, excluding lunch and recess.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3402.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1315 (June 2005).

#### **E-6. Admissions and Enrollment**

- A. All admissions in a Montessori school shall be open to all persons of all races, creeds, or colors.

- B. Early enrollment shall be encouraged, starting between the age of 2 1/2 to 3 1/2 years or earlier, to take advantage of early sensitive periods of learning.
- C. Placement at the primary or junior level shall be determined by the child's achievement and level of development.
- D. The classrooms shall have, if possible, a mixed age group spanning at least three years so that the children will have a variety of models from which to learn.
- E. Attendance through kindergarten age shall be encouraged for maximum benefit of the program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3402.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1315 (June 2005).

**E-7. Parent Interaction Requirements**

- A. The parents shall be allowed to observe the children at work.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3402.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1315 (June 2005).

## IX. LMA By-Laws

### LOUISIANA MONTESSORI ASSOCIATION BY-LAWS

#### ARTICLE I. Purpose

The purpose of the Louisiana Montessori Association is to represent non-public Montessori schools and teachers according to provisions of Louisiana Act 400, R.S. 17:3401, et. seq. The Association shall make recommendations to the State Board of Elementary and Secondary Education for the certification of Montessori teachers and accreditation of schools in compliance with the law.

#### ARTICLE II. Officers

##### Section 1. Numbers

Corporate powers and management shall be vested in and exercised by the following officers elected by the members at the annual meeting for a two year term:

- A. President
- B. Vice-President
- C. Treasurer
- D. Secretary

##### Qualifications

- A. All officers must have a Montessori teaching credential from at least one of the LMA approved teacher education programs, and have a Montessori teaching certificate issued by the Louisiana Department of education prior to holding office.
- B. All officers must have at least five (5) year's experience in the Montessori learning environment prior to holding office.
- C. All officers must have actively served the Louisiana Montessori Association for at least five (5) years prior to holding office.

##### Section 2. Duties

President – The President shall preside over meetings of the Board of Directors and the Annual Meeting, appoint chairmen and members of Standing Committees, and shall be executive officer of the Association. The President shall maintain official files and perform all other functions usually

attributed to this office. The President shall be an ex-officio member of all committees. The President shall represent the Association in submitting to the State Superintendent of Education a list of teachers and schools qualifying for Montessori certification and/or accreditation by the State Board of Elementary and Secondary Education. The President shall provide the State Department of Education any additional reasonable information required. The names of the Board of Directors shall be submitted by the President of the Association to the Superintendent of Education to serve on the Accreditation Committee which insures compliance with the law.

Vice President - The Vice-President of the Association shall perform the functions usually attributed to the office and shall perform such duties as are assigned by the President. The Vice-President shall be the President Elect for his term of office and shall serve as President after his tenure as Vice-President.

Treasurer - The Treasurer shall hold the funds of the Association. The Treasurer shall collect annual membership dues, maintain a roll of the members, keep accurate accounts of receipts and disbursements, shall report to each meeting of the Association, and shall prepare an annual financial statement for the members. The Treasurer shall keep the President informed of the financial condition of the Association.

Secretary - The Secretary shall keep accurate minutes of all meetings of the Board of Directors and Association meetings, shall deliver a typed copy of the minutes of each meeting of the Association to each member of the Board of Directors and to each member within thirty (30) days, and shall assist the President with Association correspondence.

### ARTICLE III. Elections

Section 1. The Nominating Committee shall submit nominations for the officers to be elected. Additional nominations may be made from the floor, provided that every person so nominated must give either oral or written consent to that nomination. No nomination shall be accepted by the Chair unless such consent is immediately forthcoming.

Section 2. Officers shall be elected by a majority of the member schools in attendance at the Annual Meeting.

Section 3. The term of each officer shall begin upon adjournment of the Annual Meeting at which the officers were elected.



ARTICLE IV. Board of Directors – School Accreditation Committee

The officers of the Association are its Board of Directors. The immediate past president shall be a voting member of the Board of Directors. The Board of Directors shall serve as the School

Accreditation Committee.

ARTICLE V. Membership

Section 1. Types

- A. School Membership – Schools which are actively engaged in teaching the Montessori Method in the state of Louisiana
- B. Individual Membership – Montessori teachers and other individuals interested in Montessori Education in the state of Louisiana

Section 2. Powers of members

Each accredited approved, or accredited provisionally approved school shall have only one (1) vote. Individual members shall be non-voting. A majority of the member schools present at any meeting shall have power to decide any questions properly brought before the meeting.

ARTICLE VI. Meetings

An annual meeting shall be held in the month of April. Special meetings may be called by the President with at least fourteen (14) days prior notice of such special meetings given to all members of the Association. The President shall call a special meeting when requested in writing by a minimum of 25% of member schools.

- A. All board meetings will be advertised to the general membership thirty days in advance
- B. Any member school requesting an item to be placed on a meeting agenda., must do so in writing to the president fourteen (14) days prior to the meeting.

ARTICLE VII. Dues

Annual dues in the Association shall be established by the Board of Directors with advice from the Finance Committee.

ARTICLE VIII. Committees

The President shall appoint the following standing committees:

- A. By-Laws Committee – a committee of three (3) members, in good standing, for the purpose of interpreting the meanings of the By-Laws and for making recommendations to the members on proposed amendments.
- B. Nominating Committee
- C. Finance Committee – for advising the Board of Directors on financial matters and for reviewing the annual dues.
- D. Due Process Committee – for hearing and considering any grievances of members.
- E. Visitation Committee – a committee, appointed by the President, consisting of Louisiana certified Montessori teachers and a State Department of Education staff member.  
The criteria to serve on a visitation team:
  - 1. The teacher must hold a Type A or Type B Montessori Certificate from Louisiana and have at least five years Montessori teaching experience in the level visiting.
  - 2. The teacher must attend and participate in a visitation team workshop conducted by an LMA executive board member and/or appointed through the LMA office
  - 3. The teacher must be allowed availability to visit during a regular school day (September through May)

ARTICLE IX. Amendments

- Section 1. A proposed amendment must first be submitted in writing to the By-Law Committee for its consideration and recommendation.
- Section 2. Any proposed amendment must be submitted in writing to members thirty (30) days prior to the Annual Meeting or a special meeting at which the amendment will be voted on.
- Section 3. Any amendments to By-Laws must be approved by a 2/3 vote of schools present and voting.
- Section 4. A member school may vote for or against any proposed Amendment by legal proxy.
- Section 5. The By-Laws of the Louisiana Montessori Association and subsequent amendments thereto shall be furnished to each member of the Association upon request.

## X. Administrators Check-lists

Accredited non-public Montessori schools are required to have certain documentation on file in their offices, and specific documentation sent to LMA to be kept in the LMA files. These documents must be available for presentation for site visits as well as desk audits if requested by LDE.

When applying for LMA certification and LDE accreditation, the school will be given a packet of instructions and application forms to prepare for an initial visit.

As stated in section *E School Approval Procedures*, Montessori schools must submit the *Montessori Annual School Report* to the LMA and to LDE for analysis every year to continue to have accreditation.

Administrators should review the following checklists every year to ensure compliance with documentation and materials requirement.

### LOUISIANA MONTESSORI ASSOCIATION

#### ADMINISTRATIVE CHECK-LIST

School Name \_\_\_\_\_

Address \_\_\_\_\_

City

Zip

Parish

**The following documentation is to be on-site in the school files.**

\_\_\_\_\_ School's Mission Statement

\_\_\_\_\_ Goals and objectives, along with a plan of implementation

\_\_\_\_\_ Current school year calendar

\_\_\_\_\_ Daily schedules for each level

\_\_\_\_\_ **Employee Documentation**

Teacher Files

Teacher files are complete to include:

\_\_\_\_\_ Finger prints/background check

- \_\_\_\_ Copies of college diplomas    \_\_\_\_ Transcripts (if applicable)
- \_\_\_\_ Copy of Montessori certificate
- \_\_\_\_ Copy of Louisiana Teacher Certificate (Ancillary certificate)
- \_\_\_\_ Praxis Scores for Secondary II Teachers of Record for each content area

Assistant Files

Assistant files are complete to include:

- \_\_\_\_ Finger prints/background check
- \_\_\_\_ Copies of college diplomas (if applicable)
- \_\_\_\_ Transcripts (if applicable)

Other Staff Files (Administration, Maintenance, Extra-curricular staff)

Assistant files are complete to include:

- \_\_\_\_ Finger prints/background check
- \_\_\_\_ Copies of college diplomas (if applicable)
- \_\_\_\_ Transcripts (if applicable)

\_\_\_\_ **Student Files**

The school maintains up-to-date permanent records of each student to include:

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| ____ Registration, enrollment date | <i>For Secondary II Students</i>    |
| ____ Attendance records            | ____ Cumulative Folder              |
| ____ Academic progress             | ____ LDE Individual Graduation Plan |
| ____ Immunization records          | ____ TOPS Eligibility/ACT Score     |

\_\_\_\_ **Fire Inspection**

- |   |   |
|---|---|
| ____ <b>LMA Annual School Report</b>            | ____ <b>Health Inspection</b>                     |
| ____ <b>LMA Recommendation Letter with Seal</b> | ____ <b>LDE Electronic Report</b>                 |
| ____ <b>Brumfield vs. Dodd Annual Report</b>    | ____ <b>State Department Approval Letter BESE</b> |

## APPENDICES

### LOUISIANA MONTESSORI ASSOCIATION

### MATERIALS CHECKLIST – PRIMARY (3-6)

School Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Address \_\_\_\_\_

*City*

*Zip*

*Parish*

#### PRACTICAL LIFE

\_\_\_\_\_ Pouring Exercises & Ext.

\_\_\_\_\_ Dry

\_\_\_\_\_ Wet

\_\_\_\_\_ Spooning Exercises

#### *Washing Exercises*

\_\_\_\_\_ Hand

\_\_\_\_\_ Dish

\_\_\_\_\_ Table

\_\_\_\_\_ Object

#### *Polishing Exercises*

\_\_\_\_\_ Mirror-Glass

\_\_\_\_\_ Metal

\_\_\_\_\_ Shoe

\_\_\_\_\_ Wood

*Folding Exercises*

\_\_\_\_\_ Folding Cloths

\_\_\_\_\_ Dusting Cloths

*Sweeping Exercises*

\_\_\_\_\_ Floor

\_\_\_\_\_ Crumbing

*Dressing Frames*

\_\_\_\_\_ Large Button

\_\_\_\_\_ Small Button

\_\_\_\_\_ Buckles

\_\_\_\_\_ Snaps

\_\_\_\_\_ Hooks and Eyes

\_\_\_\_\_ Zipper

\_\_\_\_\_ Bows

\_\_\_\_\_ Lacing

\_\_\_\_\_ Laces and Hooks

\_\_\_\_\_ Food Preparation

\_\_\_\_\_ Closed line for walking

\_\_\_\_\_ Exercises for care of plants & animals

\_\_\_\_\_ Drawing

\_\_\_\_\_ Pasting

\_\_\_\_\_ Collage

\_\_\_\_\_ Painting

\_\_\_\_\_ Clay

**SENSORIAL**

- \_\_\_\_\_ Knobbed Cylinders (4)
- \_\_\_\_\_ Knob less Cylinders (4)
- \_\_\_\_\_ Pink Tower
- \_\_\_\_\_ Broad Stair
- \_\_\_\_\_ Red Rods
- \_\_\_\_\_ Geometric Cabinet/Cards
- \_\_\_\_\_ Geometric Solids/Bases
- \_\_\_\_\_ Constructive Triangles
- \_\_\_\_\_ Binomial Cube
- \_\_\_\_\_ Trinomial Cube
- \_\_\_\_\_ Color Box 1, 2, 3
- \_\_\_\_\_ Touch Boards
- \_\_\_\_\_ Touch Tablets
- \_\_\_\_\_ Fabrics
- \_\_\_\_\_ Sound Cylinders
- \_\_\_\_\_ \*Bells
- \_\_\_\_\_ Smelling Bottles
- \_\_\_\_\_ \*Thermic Bottles
- \_\_\_\_\_ Thermic Tablets
- \_\_\_\_\_ Baric Tablets

*Sorting Exercises*

- \_\_\_\_\_ Color
- \_\_\_\_\_ Size

- \_\_\_\_\_ Shape
- \_\_\_\_\_ Texture
- \_\_\_\_\_ Random
- \_\_\_\_\_ Mystery Bag
- \_\_\_\_\_ Materials for promotion of Sensorial Extension
- \_\_\_\_\_ Additional patterning lessons, stringing, peg board, Parquet tiles, etc.
- \_\_\_\_\_ Five sets of the short bead stair

\*Refers to optional materials for 3- 6 class

## **LANGUAGE**

### ***Enrichment of Vocabulary***

- \_\_\_\_\_ Environment Cards
- \_\_\_\_\_ Matching Pictures and Words

### ***Lesson Involving:***

- \_\_\_\_\_ Concepts
- \_\_\_\_\_ Association
- \_\_\_\_\_ Classification
- \_\_\_\_\_ Sequence
- \_\_\_\_\_ Opposites
- \_\_\_\_\_ Spatial Relations
- \_\_\_\_\_ Figure Ground

### ***Writing***

- \_\_\_\_\_ Metal Insets
- \_\_\_\_\_ Sandpaper Letters



\_\_\_\_\_ Chalkboards

\_\_\_\_\_ Paper/Pencils

***Reading***

\_\_\_\_\_ I Spy Game for introduction to beginning sounds

\_\_\_\_\_ Sandpaper Letters – Upper and Lower Case

\_\_\_\_\_ Beginning Sound--Object/Picture Boxes

\_\_\_\_\_ Moveable Alphabet

\_\_\_\_\_ Phonetic Object/Picture Boxes

\_\_\_\_\_ Phonetic Reading Lists

\_\_\_\_\_ Blends Object/Picture Cards

\_\_\_\_\_ Phonetic Phrase Booklets

\_\_\_\_\_ Phonetic Sentence Booklets

***Phonogram Exercises***

\_\_\_\_\_ Object/Picture Boxes

***Phonogram Folders or Sets with:***

\_\_\_\_\_ Cards

\_\_\_\_\_ Sorting

\_\_\_\_\_ Isolated Word Booklets

\_\_\_\_\_ Word Lists

\_\_\_\_\_ Reading Booklets with isolated phonograms

## *Reading Classification*

- \_\_\_\_\_ Labels for Classroom
- \_\_\_\_\_ Puzzle Words
- \_\_\_\_\_ Phonetic Books (Educator Pub Services, Lippincott or Modern Curriculum Press)
- \_\_\_\_\_ Nomenclature Cards (Three part)
- \_\_\_\_\_ Sight words

## *Word Study*

- \_\_\_\_\_ Singular/Plural
- \_\_\_\_\_ Gender
- \_\_\_\_\_ Compound words

## ***Grammar***

- \_\_\_\_\_ Farm
- \_\_\_\_\_ Nouns
- \_\_\_\_\_ Article
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Verb
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ Preposition
- \_\_\_\_\_ Conjunction
- \_\_\_\_\_ \* Adj./Noun Game
- \_\_\_\_\_ Verb Commands
- \_\_\_\_\_ \*Adv./Verb Game
- \_\_\_\_\_ \*Preposition Game
- \_\_\_\_\_ Books

\_\_\_\_\_ Record, Tape, or CD Player

\*Refers to optional materials for 3- 6 class

## **MATHEMATICS**

\_\_\_\_\_ Pre-math exercises designed for the development of the concept of 1:1 correspondence

### *Numeration*

\_\_\_\_\_ Number Rods/Cards

\_\_\_\_\_ Sandpaper Numerals

\_\_\_\_\_ Spindle Boxes

\_\_\_\_\_ Cards and Counters

\_\_\_\_\_ Memory Game

\_\_\_\_\_ Teen Board and Beads

\_\_\_\_\_ Ten Board and Beads

\_\_\_\_\_ Bead Cabinet – Squaring Chains, Squares and Cubes

\_\_\_\_\_ 100 Board

### *Operations*

\_\_\_\_\_ Complete Golden Bead Materials

\_\_\_\_\_ Large and Small Number Cards

\_\_\_\_\_ \*Stamp Game

\_\_\_\_\_ \*Short Bead Frame

### *Facts*

\_\_\_\_\_ Short Bead Stair

\_\_\_\_\_ Addition Strip Board

- \_\_\_\_\_ Addition Control Chart
- \_\_\_\_\_ Subtraction Strip Board
- \_\_\_\_\_ Subtraction Control Chart
- \_\_\_\_\_ 55 Bead Bars for Multiplication
- \_\_\_\_\_ Multiplication Control Chart
- \_\_\_\_\_ \*Multiplication Board
- \_\_\_\_\_ \*Division Board
- \_\_\_\_\_ \*Division Control Chart
- \_\_\_\_\_ Factoring Board

#### *Fractions*

- \_\_\_\_\_ Fraction Plates
- \_\_\_\_\_ Fraction Labels
- \_\_\_\_\_ \*Money

#### *Measurement*

- \_\_\_\_\_ \*Linear
- \_\_\_\_\_ \*Weight

### **History/Concept of Time**

- \_\_\_\_\_ Clock Material
- \_\_\_\_\_ Days of the Week
- \_\_\_\_\_ Months of the Year
- \_\_\_\_\_ Calendar
- \_\_\_\_\_ Seasons of the Year
- \_\_\_\_\_ Personal Timeline

## GEOGRAPHY

- \_\_\_\_\_ Solar System Model or Material
- \_\_\_\_\_ Land and Water Globe
- \_\_\_\_\_ Air, Land, and Water
- \_\_\_\_\_ Land and Water Forms
- \_\_\_\_\_ Land and Water Form Cards and Booklets
- \_\_\_\_\_ Continent Globe

### *Puzzle Maps*

- \_\_\_\_\_ World
- \_\_\_\_\_ North America
- \_\_\_\_\_ U.S.A.
- \_\_\_\_\_ South America
- \_\_\_\_\_ Europe
- \_\_\_\_\_ Asia
- \_\_\_\_\_ Africa
- \_\_\_\_\_ Australia

### *Cultural Study*

- \_\_\_\_\_ Continent Folders
- \_\_\_\_\_ Continent Cards and Booklets

### *Flags*

- \_\_\_\_\_ U.S.
- \_\_\_\_\_ Canada
- \_\_\_\_\_ Mexico
- \_\_\_\_\_ \*Rest optional

## SCIENCE

### *Classification*

\_\_\_\_\_ Living/Non-living lessons

\_\_\_\_\_ Plant/Animal Lessons

### *Botany*

\_\_\_\_\_ Botany Cabinet and Cards

\_\_\_\_\_ Parts of Plant

\_\_\_\_\_ Plant Nomenclature Cards and Booklets

\_\_\_\_\_ Parts of Flower

\_\_\_\_\_ Flower Nomenclature Cards and Booklets

\_\_\_\_\_ Parts of Leaf

\_\_\_\_\_ Leaf Nomenclature Cards and Booklets

\_\_\_\_\_ Life Cycle of Plants

### *Zoology*

\_\_\_\_\_ Vertebrate/Invertebrate

\_\_\_\_\_ Classification of Vertebrates

\_\_\_\_\_ Carnivorous, Herbivorous, Omnivorous Animals

\_\_\_\_\_ External Parts of the Fish

\_\_\_\_\_ Fish Nomenclature Cards and Booklets

\_\_\_\_\_ External Parts of the Amphibian

\_\_\_\_\_ Amphibian Nomenclature Cards and Booklets

\_\_\_\_\_ External Parts of the Reptile

\_\_\_\_\_ Reptile Nomenclature Cards and Booklets

- \_\_\_\_\_ External Parts of the Bird
- \_\_\_\_\_ Bird Nomenclature Cards and Booklets
- \_\_\_\_\_ External Parts of the Mammal
- \_\_\_\_\_ Mammal Nomenclature Cards and Booklets
- \_\_\_\_\_ External Parts of the Human Body
- \_\_\_\_\_ Metamorphosis and Life Cycles of Animals

\*Refers to optional materials for 3- 6 class

### **Physical Science**

- \_\_\_\_\_ Sink and Float
- \_\_\_\_\_ Magnetic and Nonmagnetic
- \_\_\_\_\_ Variety of Experiment Opportunities

### **ART**

- \_\_\_\_\_ Cutting exercises
- \_\_\_\_\_ Drawing
- \_\_\_\_\_ Pasting
- \_\_\_\_\_ Collage
- \_\_\_\_\_ Clay
- \_\_\_\_\_ Painting
- \_\_\_\_\_ Easel
- \_\_\_\_\_ Printing
- \_\_\_\_\_ Color Mixing

### **Construction Materials**

- \_\_\_\_\_ Blocks
- \_\_\_\_\_ Variety of additional creative building material

## Elementary I - Materials Checklist (6-9)

Name of School: \_\_\_\_\_

Date of visit: \_\_\_\_\_

### LANGUAGE

- \_\_\_\_\_ Materials for Study of History of Language
- \_\_\_\_\_ Materials for the Study of Phonograms (Double Movable Alphabet, Picture/Word Cards, Word Lists, Sentence and Story Booklets)
- \_\_\_\_\_ Materials for Word Study (singular/plural, masculine/feminine, compound words, prefix, suffix, synonyms, antonyms, homophones, contractions)
- \_\_\_\_\_ Materials for the Study of Grammar (miniature environment, introduction games for all parts of speech)
- \_\_\_\_\_ Grammar Boxes for Study – All Parts of Speech
- \_\_\_\_\_ Materials for the Function of each Part of Speech
- \_\_\_\_\_ Command Cards for the Parts of Speech
- \_\_\_\_\_ Materials for Symbolic Grammar
- \_\_\_\_\_ Materials for Study of Sentence Analysis (material prior to Diagraming of sentences)
- \_\_\_\_\_ Materials for the Intensive Study of the Verb
- \_\_\_\_\_ Materials of alphabetization
- \_\_\_\_\_ Dictionaries
- \_\_\_\_\_ Variety of Good Quality Reading
- \_\_\_\_\_ Materials for Different Development Levels
- \_\_\_\_\_ Availability of Classic Literature
- \_\_\_\_\_ Materials for Enhancing Spelling Skills and Syllabification
- \_\_\_\_\_ Materials for Interpretive Reading
- \_\_\_\_\_ Materials for Composition and Writing
- \_\_\_\_\_ Materials for Punctuation and Capitalization



## MATH

- \_\_\_ Materials for Study of History of Math
- \_\_\_ Golden Bead Material for linking exercises
- \_\_\_ Numeral Cards for Place Value and Numeration Review
- \_\_\_ The Stamp Game
- \_\_\_ Short Bead Frames
- \_\_\_ Large Bead Frames
- \_\_\_ Golden Bead Frame
- \_\_\_ 55 Bead Bars
- \_\_\_ Decanomial Box of Bead Bars
- \_\_\_ Numerical Decanomial Material
- \_\_\_ Materials for Memorization of Math Facts
- \_\_\_ Control Charts (Addition, Subtraction, Multiplication, Division)
- \_\_\_ Finger Charts (Addition, Subtraction, Multiplication, Division)
- \_\_\_ Snake Game
- \_\_\_ Negative Snake Game
- \_\_\_ Squaring Chains and labels
- \_\_\_ Cubing Chains and labels
- \_\_\_ Materials for the Expansion of the Decimal System to Millions (Wooden Hierarchical Material and Numerals)
- \_\_\_ Checkerboard and labels
- \_\_\_ Elementary Bank Game
- \_\_\_ Multiples Tables
- \_\_\_ Peg Boards and pegs for Work with Factors, Multiples, and Divisibility

- \_\_\_\_ Multiplication Board
- \_\_\_\_ Division Board
- \_\_\_\_ Test Tube Material
- \_\_\_\_ Fraction Plates (set of circular, set of division of the triangle, two sets for the division of the square) and labels
- \_\_\_\_ Materials for Equivalency of Fractions
- \_\_\_\_ Materials for Operations of Fractions
- \_\_\_\_ Materials for the Study of Number Lines
- \_\_\_\_ Materials for the Study of Roman Numerals
- \_\_\_\_ Materials for the Study of Money
- \_\_\_\_ Materials for the study of Measurement
- \_\_\_\_ Materials for graphing
- \_\_\_\_ Exercises for Word Problems
- \_\_\_\_ Binomial and Trinomial Cubes

## **GEOMETRY**

- \_\_\_\_ Geometric Cabinet and labels
- \_\_\_\_ Set of Geometric Solids
- \_\_\_\_ All sets of Constructive Triangles
- \_\_\_\_ Box of Sticks
- \_\_\_\_ Montessori Protractor
- \_\_\_\_ Regular Protractor
- \_\_\_\_ Geometric Compass
- \_\_\_\_ Materials for Apothems
- \_\_\_\_ Concentric Circle Material
- \_\_\_\_ Material for Set Theory

- \_\_\_\_\_ Yellow Material for Area
- \_\_\_\_\_ Booklets and packets for the Study of Plane Geometry – Classification and Definitions of Geometrical Plane Figures and Their Parts
- \_\_\_\_\_ Geometry Command Cards

## **HISTORY**

- \_\_\_\_\_ Materials for the measurement of time (Division of the Day)
- \_\_\_\_\_ History of the Calendar (Months of the Year and Days of the Week)
- \_\_\_\_\_ Materials for the Division of the Year
- \_\_\_\_\_ Materials for the Study of Personal Timelines
- \_\_\_\_\_ Materials for the Fundamental Needs of Man
- \_\_\_\_\_ The Long Black Strip
- \_\_\_\_\_ Clock of Eras
- \_\_\_\_\_ The Timeline of Life
- \_\_\_\_\_ The Hand Chart
- \_\_\_\_\_ First Timeline of Man
- \_\_\_\_\_ Second Timeline of Man
- \_\_\_\_\_ BC – AD Time Line
- \_\_\_\_\_ Materials for the Study of the Progress of Civilization
- \_\_\_\_\_ Materials for Parallel Study of American History – (Intro. To Explorers, Colonization, U.S. Presidents)
- \_\_\_\_\_ Reference Books / Journals
- \_\_\_\_\_ Booklets
- \_\_\_\_\_ Charts and Models

## GEOGRAPHY

- \_\_\_\_\_ Impressionistic Charts and materials for the experiments of the First Cosmic Tale
- \_\_\_\_\_ Impressionistic Charts and Geography Experiment Cards for The Universe, The Solar System, and The Earth
- \_\_\_\_\_ Materials for the study of the layers of the Earth, Stratification of Rocks, and Formation of Mountains
- \_\_\_\_\_ Materials for the Classification of Rocks
- \_\_\_\_\_ Impressionistic Charts and Experiments for Solar Energy of the Earth and Movements of the Earth
- \_\_\_\_\_ Globes
- \_\_\_\_\_ Land and Water Form Nomenclature and Definition Cards
- \_\_\_\_\_ Solar System Nomenclature Cards and Charts
- \_\_\_\_\_ Phases of the Moon Material
- \_\_\_\_\_ Pin Maps
- \_\_\_\_\_ Blank Continent and Country Maps
- \_\_\_\_\_ Material for Flags of the World
- \_\_\_\_\_ Material for the Study of U.S. geography
- \_\_\_\_\_ Materials for Study of Economic Geography
- \_\_\_\_\_ Atlas
- \_\_\_\_\_ Charts of Physical Features
- \_\_\_\_\_ Materials for the Interdependencies of Human Beings in Society

## SCIENCE

- \_\_\_\_\_ Material for Study of Physical Science – (Electricity, Magnetism, Simple Machines, etc.)
- \_\_\_\_\_ Materials for the Classification of the Five Kingdoms of Life (charts, booklets, etc.)
- \_\_\_\_\_ Materials for nature studies of animals and plants
- \_\_\_\_\_ Materials for the Study of Botany
- \_\_\_\_\_ Botany Impressionistic Charts
- \_\_\_\_\_ Botany Nomenclature Cards (plant, roots, stems, leaf, flower, fruit , seeds)
- \_\_\_\_\_ Botany Experiments and Cards
- \_\_\_\_\_ Leaf Cabinet and Extension Materials
- \_\_\_\_\_ Materials for the Study of Zoology
- \_\_\_\_\_ Invertebrate and Vertebrate Charts
- \_\_\_\_\_ Parts of invertebrates Nomenclature Cards
- \_\_\_\_\_ Vital Functions Charts and Cards
- \_\_\_\_\_ Animal Riddles Material
- \_\_\_\_\_ Introduction to the Human Body (Nomenclature Cards on external parts and skeletal system)

## FINE ARTS

- \_\_\_\_\_ Materials for the exploration and exposure to visual arts and a variety of art mediums
- \_\_\_\_\_ Materials for the study of art history
- \_\_\_\_\_ Materials for the exploration and exposure to the performing arts
- \_\_\_\_\_ Materials for the study of the history of performing arts
- \_\_\_\_\_ Materials for the exploration and exposure to music, instruments, musical notation, and composers

## Elementary 2 - Materials Checklist (9-12)

Name of School \_\_\_\_\_

Date of Visit \_\_\_\_\_

### LANGUAGE

\_\_\_\_\_ Materials for advanced word study (word families, homophones and homonyms, prefix and suffix, word roots, derivation of names)

\_\_\_\_\_ Materials for the study of spelling rules

\_\_\_\_\_ Materials for the study of vocabulary and diction

\_\_\_\_\_ Logical Sentence Analysis Charts (clause analysis)

\_\_\_\_\_ Symbols for the Parts of Speech (Advanced Symbols)

\_\_\_\_\_ Compound Sentence Table

\_\_\_\_\_ Pronoun Charts

\_\_\_\_\_ Materials for the Intensive Study of the Verb (Charts for the conjugation of verbs, verb classification boxes, charts for the forms of verbs)

\_\_\_\_\_ Materials for intensive study of grammar

\_\_\_\_\_ Quality Reading Comprehension Series (SRA )

\_\_\_\_\_ Quality Reading Materials for Classic Literature, Poetry, and a Variety of Genres

\_\_\_\_\_ Materials for Composition and Writing

\_\_\_\_\_ Dictionaries

\_\_\_\_\_ Thesaurus

\_\_\_\_\_ Research Resource Materials

\_\_\_\_\_ Materials for the study of writing formatting (MLA, APA, etc.)

\_\_\_\_\_ Materials for the technical aspects of writing

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Date of Visit \_\_\_\_\_

**MATH**

- \_\_\_\_\_ Peg Board and Pegs in hierarchical colors
- \_\_\_\_\_ Table of Multiples
- \_\_\_\_\_ Binomial and Trinomial Cubes
- \_\_\_\_\_ Box of decimal quantities and decimal numeral cards
- \_\_\_\_\_ Yellow Decimal Board
- \_\_\_\_\_ Elementary Bank Game
- \_\_\_\_\_ The Candelabra and the Pinwheel
- \_\_\_\_\_ The Circular Fraction Plates
- \_\_\_\_\_ The centesimal circle (calibrated from 0 – 100)
- \_\_\_\_\_ Decimal Skiddles
- \_\_\_\_\_ Decimal Checkboard Material
- \_\_\_\_\_ Box of Symbols and 55 Bead Bars
- \_\_\_\_\_ Decanomial Box
- \_\_\_\_\_ Accessibility to the bead chains and golden bead material
- \_\_\_\_\_ The Power of Two Cube
- \_\_\_\_\_ Accessibility to the Hierarchical Material for the Power Expansion of 10
- \_\_\_\_\_ Symbolic Square Material
- \_\_\_\_\_ Units division board
- \_\_\_\_\_ Cubing Box Material
- \_\_\_\_\_ Negative Snake Game
- \_\_\_\_\_ Materials for the study of word problems
- \_\_\_\_\_ Materials for the study of number lines and coordinate systems

Name of School \_\_\_\_\_ Date of Visit \_\_\_\_\_

\_\_\_\_\_ Materials for the use of money

\_\_\_\_\_ Materials for the computation of interest, rate and principal

\_\_\_\_\_ Materials for the study of distance, velocity and time

\_\_\_\_\_ Materials for the study of measurement

\_\_\_\_\_ Meter stick

\_\_\_\_\_ Containers for measuring capacity

\_\_\_\_\_ Scale and metric weights

\_\_\_\_\_ E-2 Fraction Cabinet (division of the square, division of the triangle, Pythagorean Inset)

## GEOMETRY

\_\_\_\_\_ Box of Sticks

\_\_\_\_\_ Set of Geometric Solids

\_\_\_\_\_ Compass

\_\_\_\_\_ Set of hollow prisms for the  
study of volume

\_\_\_\_\_ Rulers

\_\_\_\_\_ Measuring angle

\_\_\_\_\_ Protractor

\_\_\_\_\_ Concentric Circles

\_\_\_\_\_ Material for ornamental geometry

\_\_\_\_\_ Geometric Cabinet of Plane Figures

\_\_\_\_\_ Geometric Plate Cabinet complete

\_\_\_\_\_ Constructive Triangles

\_\_\_\_\_ Yellow Area Material

\_\_\_\_\_ Tessellations Material

\_\_\_\_\_ Unit of Measure Prism of cubes box

\_\_\_\_\_ Yellow wooden volume material



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### HISTORY

\_\_\_\_\_ Clock of Eras

\_\_\_\_\_ Timeline of Life

\_\_\_\_\_ Timeline of Man

\_\_\_\_\_ Timeline of Man II

\_\_\_\_\_ Great Civilization Timeline

\_\_\_\_\_ History Questions Charts/Packets

\_\_\_\_\_ Migrations Charts

\_\_\_\_\_ Fundamental Needs Packets/Chart

\_\_\_\_\_ Comprehension Story packets to accompany study of the timelines

\_\_\_\_\_ History Experiment Cards

\_\_\_\_\_ Materials for the Study of American History (colonization, new government, western expansion, saving the nation, inventions/inventors, presidents)

\_\_\_\_\_ History of the state in which we live

\_\_\_\_\_ Reference Books and Journals

### GEOGRAPHY

\_\_\_\_\_ Geography Impressionistic Charts Comprehensive Packets (Atmosphere, Aeolic Action, Hydroshpere)

\_\_\_\_\_ Geography Experiment Cards

\_\_\_\_\_ Globes

\_\_\_\_\_ Available Materials for Experiments

\_\_\_\_\_ Plate Tectonic Materials

\_\_\_\_\_ Periodic Table of Elements

\_\_\_\_\_ Materials and Nomenclature for the Study of Geology

\_\_\_\_\_ Charts and Blank Maps for the in depth study of Land and Water Formations/Features on Earth

\_\_\_\_\_ Materials for Ecological Studies

\_\_\_\_\_ Materials for Economic Geography (Fundamental Needs Chart, The Great River Chart, Stamps or Symbols for Exportation and Importation, Control Maps and Blank Maps)

\_\_\_\_\_ Atlases

\_\_\_\_\_ Control and Blank Maps of the World, Individual Countries, and the United States

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## **BIOLOGY**

- \_\_\_\_\_ Impressionistic Charts for the Vital Functions of Plants
- \_\_\_\_\_ Botany Experiment Cards and Available Materials for the experiments
- \_\_\_\_\_ Five Kingdoms Chart
- \_\_\_\_\_ Material for the Study of the Five Kingdoms
- \_\_\_\_\_ Kingdom Plantae Charts
- \_\_\_\_\_ Kingdom Plantae Classification Cards
- \_\_\_\_\_ Plant and Animal Cell Charts
- \_\_\_\_\_ Nomenclature Cards and Booklets for the Study of the Cell
- \_\_\_\_\_ Material Packets and Charts for the Comparative Study of Vital Functions of Animals
- \_\_\_\_\_ The Chinese Box
- \_\_\_\_\_ The Tree of Life
- \_\_\_\_\_ The Great River Chart and Materials Packets
- \_\_\_\_\_ Materials and Charts for the Study of Ecosystems
- \_\_\_\_\_ Reference Books

## **RELATED SCIENCES**

- \_\_\_\_\_ Materials for the further study of chemistry
- \_\_\_\_\_ Materials for the further study of physics

## **FINE ARTS**

- \_\_\_\_\_ Materials for the study of music appreciation (history, composers, periods of music, styles of music)
- \_\_\_\_\_ Materials for the study of basic musical performance and experience (notation, available instruments, vocal experiences, etc.)

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\_\_\_\_\_ Materials for the physical and performing arts (movement/dance, yoga, group and individual sports experiences, etc.)

\_\_\_\_\_ Materials for appreciation of the visual arts (history, artists, periods of art, styles of art)

\_\_\_\_\_ Materials for experiences to create art and a variety of art medium (sketching/drawing, variety of painting techniques, assemblages, paper cutting, printing, mosaic, sculpture, etc.)

\_\_\_\_\_ Materials for experiences in making crafts (woodworking, metal work, jewelry, etc.)

\_\_\_\_\_ Music for listening (CD players, i-pods, stereo equipment, earphones, etc.)

## Middle School – Secondary I (12-15 Years)-Checklist

Name of School \_\_\_\_\_ Date of Visit \_\_\_\_\_

### Language

#### Vocabulary

\_\_\_\_\_ Word Elements or Similar Vocabulary Workshop

\_\_\_\_\_ Vocabulary to complement other subject areas

\_\_\_\_\_ Word Roots

\_\_\_\_\_ Etymology

\_\_\_\_\_ Synonyms

\_\_\_\_\_ Antonyms

\_\_\_\_\_ Word Families

#### Grammar

\_\_\_\_\_ Parts of Speech Activities

\_\_\_\_\_ Diagramming

#### Literature

\_\_\_\_\_ Sets of Anthologies

\_\_\_\_\_ Discussion Groups

\_\_\_\_\_ Activities for written response in form of short answer, reflection, and formal essay

\_\_\_\_\_ Choices of six novels a school year

#### Writing Ten Elements of Writing

\_\_\_\_\_ Writing complete sentences and topic sentence

\_\_\_\_\_ Cohesive paragraph construction

\_\_\_\_\_ Personal essays

\_\_\_\_\_ Five-paragraph essays

\_\_\_\_\_ Business writing (resume, cover letter, thank you note)

\_\_\_\_\_ Note Taking

\_\_\_\_\_ Outlining

\_\_\_\_\_ Report writing

\_\_\_\_\_ Lab review/observations

\_\_\_\_\_ Poetry

Computer writing

\_\_\_\_\_ Keyboarding

\_\_\_\_\_ Word Processing

\_\_\_\_\_ Power Point (or other media presentation program)

\_\_\_\_\_ Excel (or other data collecting program)

Speech writing and public speaking

## **Math**

### Algebra and Geometry

\_\_\_\_\_ Number theory

\_\_\_\_\_ The distributive property

\_\_\_\_\_ Elementary techniques of solving equations

\_\_\_\_\_ Solution of word problems

\_\_\_\_\_ Graphing techniques

\_\_\_\_\_ Introduction to linear functions

\_\_\_\_\_ The quadratic

\_\_\_\_\_ Exponential

\_\_\_\_\_ Rational and square root functions

\_\_\_\_\_ Use of the graphing calculator

## **Science**

- \_\_\_\_\_ Physical Science
- \_\_\_\_\_ Earth Science
- \_\_\_\_\_ Life Science
- \_\_\_\_\_ Laboratory and equipment for experiments
- \_\_\_\_\_ Analysis portfolios
- \_\_\_\_\_ Age appropriate textbooks that complement the curriculum

## **History**

- \_\_\_\_\_ American History
- \_\_\_\_\_ World History
- \_\_\_\_\_ The role of the media in shaping events
- \_\_\_\_\_ The changes that have occurred and continue around the role and structure of family
- \_\_\_\_\_ The rights and responsibilities of the citizen (of our country and the world)
- \_\_\_\_\_ Current events

## **World Languages**

- \_\_\_\_\_ Creative writing and speaking
- \_\_\_\_\_ Vocabulary
- \_\_\_\_\_ Reading activities
- \_\_\_\_\_ Interactive games
- \_\_\_\_\_ Journals

## **Experiential Learning**

- \_\_\_\_\_ Entrepreneurship
- \_\_\_\_\_ Working within a business
- \_\_\_\_\_ Internship
- \_\_\_\_\_ Community Service

- \_\_\_\_\_ Events Planning
- \_\_\_\_\_ Environmental Activities
- \_\_\_\_\_ In House Communication
- \_\_\_\_\_ Team Building
- \_\_\_\_\_ Immersion Programs

**Health and Physical Education – Movement Arts**

- \_\_\_\_\_ Opportunities for team sports education
- \_\_\_\_\_ Opportunities for life time sports education
- \_\_\_\_\_ Strength conditioning
- \_\_\_\_\_ Increase endurance and flexibility
- \_\_\_\_\_ Relaxation techniques and stress management
- \_\_\_\_\_ Movement analysis
- \_\_\_\_\_ Creative Self-expression and positive self-image through movement

**Visual Arts**

- \_\_\_\_\_ Art processes
- \_\_\_\_\_ Elements of Design
- \_\_\_\_\_ Multi Media
- \_\_\_\_\_ Drawing
- \_\_\_\_\_ Painting
- \_\_\_\_\_ Sculpture
- \_\_\_\_\_ Collage Making
- \_\_\_\_\_ Printmaking
- \_\_\_\_\_ Art Appreciation
- \_\_\_\_\_ History of Art

## **Music**

- \_\_\_\_\_ Use of rhythmic combinations
- \_\_\_\_\_ Use of a variety of instruments
- \_\_\_\_\_ Performance
- \_\_\_\_\_ Analysis of popular music
- \_\_\_\_\_ History of Music – Use in theatre and film

## **Library and Technology**

- \_\_\_\_\_ Library and Media Center
- \_\_\_\_\_ Task definition
- \_\_\_\_\_ Information seeking strategies
- \_\_\_\_\_ Location and Access
- \_\_\_\_\_ Use of information
- \_\_\_\_\_ Synthesis
- \_\_\_\_\_ Evaluation
- \_\_\_\_\_ Use of software tools through regular use



### **Glossary of Terms**

**LMA- Louisiana Montessori Association**

**LDE- Louisiana Department of Education**

**BESE- Board of Elementary and Secondary Education**

**Elementary School- a school composed of any span of grades early childhood through eighth**

**Early Childhood-developmental program for children ages 3-4. The minimum age being three by September 30 of the school year in which the student enters the program.**

**LEA- Louisiana Education Authority**

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