



Welcome to Adeline Montessori School!

At Adeline Montessori, we believe that education is more than academics; it's about fostering independence, curiosity, kindness, and a lifelong love of learning. Children are guided by licensed and credentialed teachers who embrace the Montessori Philosophy promoted by Maria Montessori and the American Montessori Society. Above core academics, key beliefs in Montessori philosophy include independence, practical life skills, and Grace and Courtesy. Montessorians aim to inspire good stewards of the community who understand their impact on the work around them.

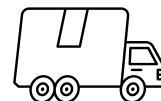
Older students have curricula designated to foster volunteering and community building. Students engage with work that meets them where they are, whether that is above or below what would be considered their typical "grade level," in which critical thinking is sharpened and independence, responsibility, and internal motivation are essential to the student's success within the Montessori classroom and school environment.

The Adeline Montessori mission emphasizes embracing diversity among our children, families, and staff, as well as within our community. We hold the belief that each person brings their own unique perspective, enhancing the community as a whole. We see inclusion as the foundation for compassion, understanding, and growth in our increasingly diverse world. Adeline Montessori School does not discriminate based on age, race, color, creed, national origin, religion, sexual orientation, gender identity or expression, marital or relationship status, or disability. Everyone is welcome at Adeline Montessori School.

2026/2027 New Location

1111 Maitland Drive
Waukesha, WI 53188

← We're moving!



2026/2027 Bus Service



Bus Service is available for students over 22 pounds.

Buses will operate for pick-up and drop-off to and from school only during regular morning and afternoon hours; they are not available for wrap-around care times.

All buses are equipped with state-of-the-art cameras and modern safety features, operated by CDL drivers as required by state law. We will have several 5-point harnesses available for young children, if needed.

TO SIGN UP FOR BUSING:

1. Review the Bus Routes and confirm there is a location near your home.
2. Complete a Registration Form.
3. Check Skyward: Once we receive your registration form, we will update your Skyward account to assign your student to the chosen bus route and apply fees to your account.
4. Set up Payments using the annual rate, or you can request a monthly invoice.
5. Review the Bus Transportation Handbook with your child.
6. Review the Pick-Up/Drop-Off Times for your route.

Jefferson/Oconomowoc Route

MORNING PICK UP

- 7:05 am - Concord General Store
- 7:18 am - Ski Slide park
- 7:28 am - Oconomowoc Public Library
- 7:35 am - Metro Market (E Wisconsin Ave)

AFTERNOON DROP OFF

- 3:45 pm - Metro Market (E Wisconsin Ave)
- 3:55 pm - Oconomowoc Public Library
- 4:05 pm - Ski Slide Park
- 4:18 pm - Concord General Store

South/West Waukesha Route

MORNING PICK UP

- 7:05 am - Sawyer Road Park & Ride
- 7:18 am - Pick & Save (Wales)
- 7:28 am - Genesee General Store (59 & 83)
- 7:40 am - Kohl's (Fox Run)
- 7:50 am - Sendiks (Meadowbrook)

AFTERNOON DROP OFF

- 3:30 pm - Sendik's (Meadowbrook)
- 3:40 pm - Kohl's (Fox Run)
- 3:52 pm - Genesee General Store (59 & 83)
- 4:02 pm - Pick & Save (Wales)
- 4:15 pm - Sawyer Road Park & Ride

**** Bus Stops with less than 5 students utilizing may be dropped or altered ****

2026



2027

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8/31: First Day of School*

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/7: No School**9/18:** No School

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/16: No School**10/29-30:** No School (Fall Break)

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11/13: No School**11/25-27:** No School (Thanksgiving Break)

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12/23-1/4: No School (Winter Break)

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12/23-1/4: No School (Winter Break)**1/18:** No School

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2/15: No School

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3/19: No School**3/29-4/2:** No School (Spring Break)

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

3/29-4/2: No School (Spring Break)**4/29-30:** No School

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5/28: Last day of school P-6th**5/31:** No School

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

6/4: Last day of school 7th-12th*** PRIMARY FIRST DAY OF SCHOOL**

- **Mon 8/31:** All 5K students start
- **Tue 9/1:** Returning 4K students start
(attended 3K in 2025/2026 or Summer 2026)
- **Wed 9/2:** New 4K students start
- **Thu 9/3:** All 3K students start

Please note that we will accept any 4K and 3K students starting 9/2 if the family is in need of care

NO SCHOOL = NO SCHOOL & NO CHILDCARE

2026/2027 Daily Schedules



PRIMARY

7:55 - 8:15 am	Drop Off
8:15 - 11:00 am	Morning Work Cycle
11:00 - 11:40 am	Recess
11:40 am - 12:20 pm	Lunch
12:45 - 2:50 pm	Afternoon Work Cycle or Nap, Specials
3:00 - 3:30 pm	Dismissal & Pick Up

LOWER ELEMENTARY

7:55 - 8:15 am	Drop Off
8:15 - 11:30 am	Morning Work Cycle
11:30 am - 12:05 pm	Lunch
12:05 - 12:45 pm	Recess
12:45 - 3:10 pm	Afternoon Work Cycle or Specials
3:10 - 3:30 pm	Dismissal & Pick Up

UPPER ELEMENTARY & SECONDARY

7:55 - 8:15 am	Drop Off
8:15 - 11:30 am	Morning Work Cycle
11:30 am - 12:05 pm	Lunch
12:05 - 12:45 pm	Recess
12:45 - 3:10 pm	Afternoon Work Cycle or Specials
3:10 - 3:30 pm	Dismissal & Pick Up

2026/2027 Illness Guidelines



It is our goal to reduce the number of student absences throughout the year and prevent the spread of illnesses. It is important to monitor your child's symptoms BEFORE sending them to school. To help our school community stay healthy, please:

- keep home any ill children;
- report any illnesses to the office;
- follow any isolation guidelines from your child's health care provider;
- ensure your child feels well enough to participate in school activities even if they meet the return criteria below.

Our school follows the DHS Childhood Communicable Diseases guidelines when determining if students need to be sent home or remain at home. Below are our guidelines to help you make the best decision for your child as to whether they can go to school or if they need to stay home.

RESPIRATORY ILLNESSES (INFLUENZA, COVID, RSV, etc)

- Symptoms of respiratory virus may include but are not limited to chest discomfort, chills, cough, decrease in appetite, diarrhea, fatigue (tiredness), fever or feeling feverish, headache, muscle or body aches, new loss of taste or smell, runny or stuffy nose, sneezing, sore throat, vomiting, weakness, wheezing
- A child can go back to normal activities when, for at least 24 hours, both are true:
 - Their symptoms are getting better overall, and
 - They are fever-free for 24 hours without fever-reducing medication
- Upon returning to school, we encourage families to consider additional strategies to prevent the spread to other students and staff for the first 5 days of their return (these are not required, but highly encouraged):
 - Talk to your child about good hygiene→covering coughs and sneezes, and washing or sanitizing your hands often.
 - Wear a mask
 - Talk to your child about putting physical distance between themselves and others. The closer you are to someone who has a respiratory virus, the more likely you are to catch it.

FEVER

- A child needs to stay home with a fever of 100.4 or higher.
- A child may return to school when they are fever-free for 24 hours without the use of any fever-reducing medications, as long as they are well enough to participate in school activities.

VOMITING AND DIARRHEA

- A child with vomiting or diarrhea needs to stay home.
- A child may return to school after 24 hours without vomiting or diarrhea, as long as they are well enough to participate in school.

RASH

- A child with an unusual rash, with or without fever, should stay home until they have been evaluated by their health care provider to help determine what the rash is and if it's contagious.

COMMUNICABLE/CONTAGIOUS/NUISANCE DISEASES

NOTE: Report any communicable disease to the office without delay. Confidentiality is always respected.

- A child with strep throat, impetigo, bacterial bronchitis, etc., can return to school after 24 hours on antibiotics if feeling well enough to attend school.
- A child with suspected pink eye may not need to stay home or be sent home, as long as they are not rubbing their eyes, are fever-free and feel well enough to attend school.
- A child with chickenpox, pertussis, or other vaccine-preventable illness must stay home and will be allowed to return once no longer contagious and cleared by their health care provider.
- A child with hand, foot, and mouth disease may return when fever-free for 24 hours without use of fever-reducing meds, can eat/drink without discomfort, no uncontrolled drooling with mouth sores, blisters are scabbed over, and feeling well enough to return to school activities.
- A child with lice, scabies, or ringworm may return after treatment. Head lice are occasionally a problem in any school. If your child has contracted head lice, they may not return to school until they have completed treatment. We recommend a local expert when needed.
<https://liceclinicsmilwaukee.com>

PAIN

- A child with mild ear pain and no fever may attend school if they feel well enough to participate in school activities.
- A child with any other pain (from injury, menstrual issues, chronic pain, etc) can return to school when they feel well enough to participate in school activities. If the child has any physical restrictions, please send a note from your child's provider with the restrictions.

MEDICATIONS

- A child needing medication during the school day needs a Medication Authorization Form completed by the parent/guardian for each medication, including over-the-counter products. Paper copies are also available in the office.
- Children are not permitted to bring medication (prescription or OTC), sunscreens, bug spray, and skin lotions or topicals without written documentation from a doctor or a parent (DCFS Requirement).
- School personnel are not allowed to administer any type of OTC or prescription medication without parental consent or a doctor's order.
- Medications will be kept in the office or in the classroom, in some cases.
- All medications dispensed will be documented by a staff member.

2026/2027 Hot Lunch Program



Hot Lunch is available for charter students only

We are now part of the National School Lunch Program through a joint agreement with the Kettle Moraine School District. We hope to expand this program to include students from the Early Learning Program, ages 0-3, later this year.

TO ORDER LUNCH FOR YOUR STUDENT:

1. Review the menu on our website. There will be two lunch options to choose from each day.
2. Students will need to tell teachers by the 8:45 am hard deadline which lunch option they would like.
3. Pay for the lunch RevTrak, a Skyward widget. You can load money onto your students lunch account and set up auto replenish or low balance alerts on RevTrak. Families share a lunch account so you don't need to put money on multiple accounts for multiple child households. Lunch will be \$4.00 per meal. There will be an option to purchase milk a la carte for \$0.65 cents.
4. If your student will be late to school: please contact the office before 8:45 am, OR plan to send a cold lunch with your child that day.

Adeline Montessori School



Free and Reduced Meal Applications Can be Filled Out or Obtained all Year Online or Can be Picked Up From all School Offices. Or Contact the Food Service Dept. at 988-8300 x5319				The Kettle Moraine Food Service is Looking to Fill Several Positions for the Upcoming School Year. No Experience Needed.No Summers! Competitive Pay, Sick Days, Pension & Vacation Days.		1 Chicken Tenders w/ Dip or Grilled Cheese Sandwich w/ Tomato Soup^ Baked Curly Fries Fresh Garden Salad Chilled Mixed Fruit Fresh Baked Cookie Assorted Milk		Cal 467 T.Fat 11.98 G S.Fat 3.5 G Chol 37.3 Mg Sodm 1086.94 Mg Carb 71.90 G Fiber 4.2 G Prtn 20.28 G			
4 Dutch Waffle & Bacon Strips* or Mini Corn Dogs CrispyTator Tots Fresh Garden Salad Hot Cinnamon Apples Assorted Milk		5 Nachos w/Cheese & Taco Meat** or Pizza Crunchers w/ Sauce Whole Kernel Corn Fresh Garden Salad Chilled Diced Pears Assorted Milk		6 Homestyle Turkey & Gravy w/ Dinner Roll ^ or Stuffed Crust Pepperoni Pizza Mashed Potatoes & Gravy Fresh Garden Salad Chilled Diced Peaches Ice Cream Cup		7 Spaghetti w/ Meatballs** w/ Garlic Bread or Hot Dog on a Bun* Garden Fresh Green Beans Fresh Garden Salad Chilled Applesauce Assorted Milk		8 Mandarin Orange Chicken Steamed Brown Rice or Personal Pan Pizza Oriental Vegetable Blend Fresh Garden Salad Pineapple Tidbits Fresh Baked Cookie Assorted Milk		Cal 563 T.Fat 16.36 G S.Fat 5.0 G Chol 39.2 Mg Sodm 989.31 Mg Carb 81.75 G Fiber 6.3 G Prtn 23.17 G	
11 Waffle Sticks & Sausage or Crispy Chicken Nuggets CrispyTator Tots Fresh Garden Salad Sliced Strawberries Assorted Milk		12 Hard /Soft Shell Tacos** or Bacon Cheese Burger* Whole Kernel Corn Fresh Garden Salad Chilled Diced Peaches Assorted Milk		13 Homestyle Meatloaf w/ Dinner Roll or French Bread Cheese Pizza Mashed Potatoes & Gravy Fresh Garden Salad Chilled Applesauce Ice Cream Cup Assorted Milk		14 Creamy Macaroni &Cheese^ or Popcorn Chicken Sweet Garden Peas Fresh Garden Salad Chilled Mixed Fruit Assorted Milk		15 Mini Pizza Bagels* or Chicken Patty on a Bun Glazed Carrot Coins Fresh Garden Salad Chilled Diced Pears Fresh Baked Cookie Assorted Milk		Cal 612 T.Fat 17.66 G S.Fat 5.2 G Chol 52.8 Mg Sodm 960.96 Mg Carb 85.00 G Fiber 6.8 G Prtn 29.82 G Iron 3.01 Mg	
18 Pancakes & Sausages* or Cheeseburger on a Bun Golden Potato Triangles Fresh Garden Salad Hot Cinnamon Apples Assorted Milk		19 Walking Taco or Boneless Chicken Wings Mixed Vegetables Fresh Garden Salad Chilled Mixed Fruit Assorted Milk		20 Baked Chicken Drumstick w/ Dinner Roll or Stuffed Crust Cheese Pizza Mashed Potatoes & Gravy Fresh Garden Salad Chilled Applesauce Ice Cream Cup Assorted Milk		21 Spaghetti w/ Meat sauce** w/ Garlic Bread or Crispy Corn Dog Glazed Carrot Coins Fresh Garden Salad Chilled Diced Pears Assorted Milk		22 Sweet & Sour Chicken Steamed Brown Rice or Pretzel Dog Steamed Broccoli Fresh Garden Salad Mandarin Oranges Fresh Baked Cookie Assorted Milk		Cal 539 T.Fat 15.66 G S.Fat 4.3 G Chol 42.5 Mg Sodm 901.04 Mg Carb 80.08 G Fiber 5.9 G Prtn 23.60 G	
25 MEMORIAL DAY 		26 Hard /Soft Shell Tacos** or Breaded Mozzarella Stick w/ Sauce Whole Kernel Corn Fresh Garden Salad Chilled Diced Peaches Assorted Milk		27 Salisbury Steak & Gravy w/ Dinner Roll or Stuffed Crust Pepperoni Pizza Mashed Potatoes & Gravy Fresh Garden Salad Chilled Diced Pears Ice Cream Cup Assorted Milk		28 Spaghetti w/ Meatballs** w/ Garlic Bread or Bosco Sticks w/ Sauce Sweet Garden Peas Fresh Garden Salad Chilled Applesauce Assorted Milk		29 Personal Pan Pizza or Chicken Tenders w/ Dip Glazed Carrot Coins Fresh Garden Salad Chilled Mixed Fruit Fresh Baked Cookie Assorted Milk		Cal 597 T.Fat 17.49 G S.Fat 6.0 G Chol 46.2 Mg Sodm 1040.56 Mg Carb 85.13 G Fiber 6.6 G Prtn 27.04 G Iron 4.23 Mg	
1 Pancakes & Sausages* or Mini Corn Dogs CrispyTator Tots Fresh Garden Salad Chilled Applesauce Assorted Milk		2 Hard /Soft Shell Tacos** or Pizza Crunchers w/ Sauce Whole Kernel Corn Fresh Garden Salad Chilled Diced Peaches Assorted Milk		3 Popcorn Chicken or Stuffed Crust Cheese Pizza Garden Fresh Green Beans Fresh Garden Salad Chilled Diced Pears Ice Cream Cup Assorted Milk		4 Spaghetti w/ Meat sauce** w/ Garlic Bread or Bosco Sticks w/ Sauce Glazed Carrot Coins Fresh Garden Salad Chilled Mixed Fruit Assorted Milk		5 Turkey Sub Frito Lay Potato Chip Bag of Mini Carrots Applesauce in a Cup Fresh Baked Cookie Assorted Milk Bag Lunch Day Last Day of School		Cal 859 T.Fat 23.65 G S.Fat 7.2 G Chol 70.1 Mg Sodm 1578.17 Mg Carb 123.48 G Fiber 16.9 G Prtn 41.64 G Iron 5.83 Mg	

Menu Subject to Change Without Notice

* May Contain Pork

^ Indicates Made from Scratch Entree

The Kettle Moraine School District does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, sexual orientation, pregnancy, marital status or parental status, sexual or disability. This institution is an equal opportunity provider.



Welcome to AMS Secondary!

Hello Adeline Montessori Parents & Guardians!

Welcome to the beginning of the 2026-2027 school year. For those of you who are returning, there are a few changes that are occurring in how the Secondary I (Middle School) class will function. For those who are new to Secondary I, we will provide a brief overview of what to expect when it comes to this new and exciting school year.

We are also very excited to kick off this new school year with Secondary II and a new High School as part of AMS. We will provide a brief overview of what to expect when it comes to this new and exciting school year.

Both Secondary programs run on quarters. There are four quarters the entire year, with semester one consisting of quarters one and two, and semester two consisting of quarters three and four. **Late work will not be accepted once a quarter ends.** Every single day, students will have a set schedule that will be displayed on the board. There will be about one to three lessons everyday, lasting no more than 30 minutes, and dedicated individual and group work time. Solo Time is also implemented to help with brain breaks.

Solo Time will last for about 20 minutes, and students will receive it about two days a week. Solo Time is about spending time with your own body and mind. During these twenty minutes, students are not socializing, working on school work, or on technology. Students are more than welcome to bring fidgets from home to use for Solo Time once approved.

Throughout the year, there will be fundraising to raise proceeds for both Neighborhood Studies for Middle School, and the Adventure Trip for High School. There will also be an in-school business called 'The Snack Shack' that both Secondary programs will run. The money raised will be split between both programs.

At the start of the year, we will be asking for about \$100 from each student's family. This money will be put towards field trips, volunteering bus costs, and cooking classes throughout the school year. Any money not used will be reimbursed back to the family at the end of the year. Families will also have the option to donate any leftover money back towards the students' fundraising for the Adventure Trip or Neighborhood Studies. If you are worried about not being able to afford this fee, please reach out to both Mx. Hendrix and Ms. Sophie.

At the start of the year, permission slips regarding each field study, field trips, movie permissions, and driving permission slips will be sent out and expected to be returned by the end of the first week of school. When these slips are sent out, if you have any questions or concerns, please do not hesitate to

contact both Mx. Hendrix and Ms. Sophie before the deadline.

If a student does not maintain at least an 80% for their final, they will not be attending the immersion trip. Instead, they will be up in the Front Office during regular school hours completing any unfinished or missing work to bring up their final grades. Modifications, depending on communication and effort put forth by the student, will be allowed if asked in order to attend the immersion if grades fall below 80%.

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Middle School (Secondary I) ([syllabus here](#))

Secondary I is very happy to welcome back Addison Grubbs, a student teacher from UW-Whitewater, who is getting her degree in K-9 Education with a focus in Math and Science. She will be coming in for about 10-20 hours each week for the first semester, and will be here full time during the second semester.

Curriculum wise, this year will be covering a variety of topics. For social studies and science, students will also be expected to participate in group work. Socratic Seminars will also be done again throughout the year in Reading. At the end of each quarter, students will send out a class newsletter to parents about activities and work they have completed.

Each quarter follows a theme. This year, the four themes are: exploration, persuasion, community & citizenship, and identity. The week the quarter ends, students will go on an immersion trip for about a week to work on practical life skills. Such immersions include: Volunteering, Camp Edwards, and Neighborhood Studies.

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High School (Secondary II) ([syllabus here](#))

Secondary II is very happy to welcome to the team, Mx. Hendrix! Mx. Hendrix will be the lead of Secondary II and will serve as the Head of School for the High School.

It is Mx. Hendrix's goal to teach in a way that includes diverse perspectives and allows every student to see themselves represented. **Please help keep them accountable to this goal.** If there are groups of people, topics, or events that you want your student to learn about, please let them know and they will adjust.

High School will focus on developing skills throughout the four quarters that are necessary in our classes and in their lives. The student's final grade will be based on demonstrating mastery of these skills. **Mistakes are part of the process** when learning new skills and content, so don't be alarmed if grades at the beginning of the year are on the lower side. If students have demonstrated mastery of the skills, their grade will reflect that.

The High School quarterly structure differs from middle school in the following ways. The first five weeks of each quarter will be dedicated learning and lesson time. After that, students will have anywhere from 1-2 weeks to complete a portfolio that illustrates their learning and demonstrates what they have learned from each subject. Then, the final week of each quarter will have students showcasing their portfolios to their peers, Adeline staff, and community.

A portfolio project is based on student choice and can consist of almost anything from making a personal magazine to making original clothes. More information about portfolio choices will be sent out near the beginning of the academic year.

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If you have any questions about the day-to-day functions, how grading works, curriculum, or otherwise, please do not hesitate to reach out. Feel free to also check out amssecondary.weebly.com as this website goes over both Middle and High School academics more in detail.

We look forward to this brand new school year, one filled with growth and excitement, with your students!

Welcome to the Adeline Community,

Sophie Howard (she/they)
showard@adelinemontessori.com

Hendrix Weber (they/them)
hweber@adelinemontessori.com

Addison Grubbs (she/her)
agrubbs@adelinemontessori.com

Individual Supplies
2-3 notebooks of at least 70 pages
Reusable water bottle
Dedicated indoor only gym shoes (slippers are also welcome for classroom wear)
Writing utensils - Pencils, pens, highlighters
Headphones (needed for state testing or individual work time)
2 binders** of 1.5/2 inches width OR 2 accordion file folders (example here)
**If your student chooses the binder option, please have them pick up binder tabs (example here)
Planner with full month calendars (example here) or a work journal (can be a regular notebook)
Optional: Calculators for individual use

Donations for the classroom-use would also be welcomed and appreciated!
Gift cards are preferred - if you donate a gift card, teachers will then pick up needed classroom items throughout the year.
With this donation money, we would also be able to purchase snacks for the classroom throughout the year, as well as an electric kettle, a variety of tea, etc. However, please not feel pressured - you do not have to donate. Individual/specific items to donate are also listed down below.

Kleenex boxes
Mason jars of varying sizes (to be used for fundraising)
Shelf stable foods (such as cake box mix or canned vegetables) to be used for cooking class – please reach out for details or questions
Feminine hygiene products (various sizes of pads and tampons preferred)
Solo Time activities (such as puzzles, crossword puzzles, word searches, coloring books, etc)
Duct tape
Granola bars, ramen, chips, etc. – non-perishable food to be kept in the classroom for hungry students

Secondary II Syllabus & Sample Rubrics

Adeline Montessori's Secondary II Syllabus & Sample Rubrics

Updated June 8th, 2026



Outcomes

Learners who successfully complete Adeline High School are able to:

- Work respectfully and cooperatively as an active member of the High School community.
- Demonstrate self-management skills such as tracking assignments and turning them in on time, using Canvas, being responsible for their physical materials, and advocating for their needs with adults and peers.
- Work cooperatively and independently to continuously seek learning within lessons, discussions, and multi-subject work.
- Demonstrate ownership and leadership in caring for the environment, and all other High School service work expectations.
- Monitor individual learning goals and progress with support from a guide.
- Find joy, curiosity, kindness, and a sense of purpose each day as part of the Adeline High School community.

Responsibilities to our Community

Learner Responsibilities

- Be respectful, safe, and kind.
 - Be on time.
 - Practice grace and courtesy.
 - Be kind and helpful to all community members across all levels of the school.
 - Actively care for our community environment (all learning spaces and materials).
 - Take accountability and responsibility for mistakes, and do what's needed to repair and improve.
 - Follow school guidelines for safety.
- Be an active learner.
 - Participate in class work, discussions, and lessons.
 - Be an active listener.
 - Seek challenges.
 - Ask questions.
 - Be curious.
 - Complete schoolwork in all subjects.
 - Contribute positively to the whole community, in and outside of school.
- Check email daily and respond promptly.
- Check Canvas daily and turn in work on time.
- Use creativity and beauty to finalize your work.

Guide Responsibilities

- Create an environment of respect, safety, joy, and learning.

Adeline Montessori's Secondary II Syllabus & Sample Rubrics

Updated June 8th, 2026

- Challenge learners to become their best selves.
- Give and expect respect.
- Be consistent with learning and behavior expectations.

Additional Reference Resources

Please bookmark these links or point to reference important academic and general AMS updates:

- [Canvas.com](https://www.canvas.com) – Academic work and grades for each learner.
- Biweekly Updates – Guardians and students should check their email every other Friday, or about twice a month, for class updates.
- Skyward – Permission slips and tracking of student behavior when incidents escalate.
- AMS Policy Handbook – Specific school policies and guidelines.
- [AmsSecondary.weebly.com](https://amssecondary.weebly.com) – Website that goes over details of AMS Middle and High School.

School and Family Communication Processes

Our Practice and Expectations:

- Kind, courteous, direct and honest communication, keeping in mind that we are all on the same team to support your learner.
- Families should share important information about changes (medication, custody changes), life events, etc., in a timely fashion.
- Families and guides check email daily during the school week.
- We communicate in-person when possible, and avoid extensive email conversations; we use email for brief messages to set up phone calls or in-person meetings.
- Your learner's guide will be the main point of contact for questions, concerns, and conferences.

Communication Families will Receive from School as Needed:

- Notes and observations from guides.
- Communications about behavior.

When Issues Related to Behavior, Lack of Work, Disruption, etc., Arise:

- Guides note incidents on a Google Sheet for internal records, using objective language.
- 1st incident: Learner receives a reminder of expectations.
 - Depending on severity, the family may receive an email or phone call about the incident. An apology essay may be written as well if needed.
- 2nd incident: Learner and guide call the family.
 - Family reinforces the importance of following expectations and reasonable requests.
 - Family helps the learner regulate emotions so the learner may return to work.
 - If the learner is not able to regulate, may move on to the steps below.
- 3rd incident: Guides call the family.
 - At least one guardian comes to school for the remainder of the day to support the learner to

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follow expectations.

- If it is not possible for the guardian to spend the day at school, they may choose to take the learner home.
 - Without exception, at least one member of the learner's guardian must come and observe at least 3+ hours of the learner's school day when the third incident takes place. The learner may not return to school until this observation done by the guardian happens.
- If materials, etc., are damaged, the family will be given an Asset Damage Form with cost to replace and/or options to repair and a due date (also shared in the learner's portfolio via Skyward).
- A plan is made with the advisor, family, and learner to change behavior going forward and to make repairs (relationship repairs and/or physical repairs) if needed.
- If additional time is needed to develop a plan for the learner to participate in the community learning, the advisor will set up a meeting with the family.
- 4th incident, or non-participation of family in supporting school expectations (*see end of the document for behavior policy*):
 - Guides will set up a meeting with the family and Program Director and/or Heads of School.

Grading

Grades are a reflection of effort, quality, completeness, and learning; they are not a judgement about a learner's worth or intelligence. Guides are here to support you to be the best version of you!

Grades will be shared with learners and families via Canvas.

Grading Criteria:

Learners will be graded in three categories: **Grades for Class Participation and Attendance, Assignments/Daily, and Final Quarter Portfolio, Tests, and Quizzes.** (*See rubric samples at the end of this document.*)

Grading Scale:

Grade	% Attained
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

How will I be graded?

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Students who complete their work, participate as an active learner, and are a positive member of the community will earn high grades.

Assignments	Total Points Possible/ Percentage
Class participation and attendance (see class participation rubric)	30%
Assignments/Daily Work	40%
Final Presentations, Portfolio, Tests, & Quizzes	30%
Total Percentage:	100%

Late Work Policy

Our job as guides is to help you become a responsible young adult capable of time management, meeting deadlines, and completing work. As a class, we will spend much of our in-class time preparing for and working on projects and assignments.

An assignment or project is considered late if not turned in by the stated deadline. A late assignment will receive a 10% deduction for each day late. If the assignment is turned in after day three of the original due date, students at most can earn up to 50% of the original score. If the assignment is not turned in by or before the final day of the quarter, the original assignment will be counted as a permanent zero.

Example*:

Turned in on the original due date.	No deductions necessary.	Given 100% of the points earned.
Turned in one day late.	10% deduction.	Given 90% of the points earned.
Turned in two days late.	20% deduction.	Given 80% of the points earned.
Turned in three days late.	30% deduction.	Given 70% of the points earned.
Turned in more than three days late.	50% deduction.	Given 50% of the points earned.

*If a student turns in an assignment late, the student will be given the number of points earned with the deduction applied afterwards. This does not mean that a student that does 50% of the work can turn in the assignment whenever they want. If a student does 80 points worth of an assignment correctly but still turns in the assignment 5 days late, they will receive $80 \text{ points} \times 0.50 (50\%) = 40 \text{ points}$.

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Students are responsible for turning in their assignments on time. When turning in late work, students are not able to earn back any points that have been taken off due to late submission.

No late work is accepted after the final day of each quarter.

Technological issues are not acceptable reasons for submitting late work. Students should always back up their work and have a plan for submitting assignments, even in the case of computer problems or loss of internet access.

Request for Extension

Students experiencing life circumstances that impact their studies significantly, such as sickness, hospitalization, death in the family, or other types of critical life circumstances, may work with their teacher to submit a request for an extension. An approved request for extension waives the late penalty and extends the assignment deadline.

The request for extension is sent in the form of an email to all designated teachers from the student's school account and includes:

1. A rationale for the request (ie. why the student is not able to submit on time).
2. A list of the specific assignments the student is requesting to make up.

The instructor may require supporting documentation. Such requests (and supporting documentation, if required) must be submitted within two weeks of the due date of the missed assignment(s). Requests are typically limited to one week's worth of assignments.

The final decision associated with the assignments and deadlines is at the teacher's discretion for each course.

When an extension is granted, the teacher is responsible for communicating a new due date to the student. Teachers should maintain a record of the email communication about the approved or denied requests for extension.

Editing Work

If the student turns in the assignment before or on the due date, the assignment is open for revisions. The student is able to re-edit the assignment three times before the grade is seen as final.

All portions of the assignment are expected to be completed to make the work applicable for editing. If a student turns in unfinished work on the due date, the assignment is seen as late.

The student only has until the final day of the quarter to submit any edited work.

Homework

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Learners at the adolescent level WILL have homework. If learners use their time wisely when in-class worktime is offered in the classroom, they will not have homework. If time is not used wisely inside of the classroom, or a learner is absent from school, learners should be aware of upcoming deadlines and plan to meet them when achievable. Learners also may have school work specifically assigned to complete outside of school, and they may choose to do extra work at home to use more time or different resources.

High School families should set aside at least 1 hour everyday, or 3+ hours each week for their learners to focus on homework. The amount of time learners and families should dedicate to homework may increase as the learner advances in High School. A dedicated space with minimal distractions is most helpful for learning.

As practical life skills such as cooking, cleaning, gardening, and animal care is a part of Adeline's curriculum, learners are also expected to participate in these aspects of practical life at home. If they do not have specific school assignments to complete, their "homework time" could be spent practicing an art, craft, skill, or helping out around the house.

Standards

The AMS Secondary II program uses a standards holistic proficiency approach to track learning and plan our curriculum. This is because standards-based grading can more easily reflect the interdisciplinary learning that happens in interdisciplinary study and work, and other Montessori curriculum elements. We use a combination of Common Core State Standards, Next Generation Science Standards, Advocates for Youth health standards, Social Justice standards, and Montessori Adolescent outcomes among a few to name. In other words, our curriculum meets or exceeds the Common Core standards used by most schools.

Learners will have a list of standards that they can refer to, phrased as "I can" statements. All standards are evaluated on a scale of 0 (hasn't yet learned or tried an activity) to 4 (holistic proficiency). To reach holistic proficiency, each "I can" statement must be demonstrated either with a piece of documentary evidence included in their portfolio, or can be demonstrated to a guide, who can sign off to indicate that they observed holistic proficiency.

Lab assignments and quizzes, assignments and tasks, and their final presentation and portfolio grades will be based on the amount of growth and effort reflected in their standards.

Expectations and Routines

Class Participation:

Learners should come to every class prepared for the day and ready to discuss and participate with their school community. The High School classroom is discussion- and activity-based, so participation and work completion is vital to learning and the class dynamic. Each week, you will receive a grade for your input and engagement in class that week.

Work Journals or Planner:

Learners are required to use a work journal or a daily planner to plan, track, and reflect on their academic work. Learners also use their work journals as a "hall pass". They should write a plan in their work journal and get it

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signed by a guide to leave the classroom. Learners should also have their journal signed when they need to use the school or their personal phone.

Field Studies/Immersion

If a learner does not maintain at least an 80% for their final grades at the end of each quarter, they will not be attending the immersion trip. Instead, they will be up in the Front Office during regular school hours completing any unfinished or missing work to bring up their final grades.

Presentations:

Each quarter, every High School learner creates a body of work to answer the Quarter Key Question in a Theory of Knowledge (TOK) and present their answers with evidence in an oral presentation (with visual supporting materials) to their peers, family, and AMS faculty and guests. Presentation of Interdisciplinary studies (such as the study of Time) will also be presented at the end of the quarter.

Advisor Meetings:

Learners will monitor their learning outcomes with Mx. Hendrix, Xello, or another trusted adult each week. Every other week, learners will review their progress with their assigned advisor.

Misc. Expectations:

- Class begins at 8:15am. Students are expected to be ready and in their designated classroom by 8:15am.
- Learners may go to the Front Office or with Mx. Hendrix and use the school phone to call home after requesting permission from a guide and getting their work journal signed.
- Students should leave their personal phones at home, or turn them into their designated guide at the start of each day.
 - In order to use their personal phone, learners must request so with reasoning from their guide.
 - Phones will be given back at the end of each school day.
- Learners should come to school each day with these items:
 - Water bottle
 - Lunch from home (optional)
 - Snacks (optional)
 - Appropriate clothing for the weather
 - Clothing that follows Adeline Montessori School's dress code
 - Inside and outside shoes when needed
 - Backpack with school materials

Caring for Our Materials and Environment

Much of the High School work requires supplies, tools, materials, or equipment. Our community is required to respect and care for those materials. Therefore, if a learner breaks something by carelessness or intentionally mis-using the materials, that learner is responsible for repairing or replacing that material. We ask that the learner is responsible for this, and not families. This ensures a sense of shared ownership and accountability to that community space.

Process: High School Guides will complete an "Asset Damage Form" and connect with the learner and family to

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develop a plan. If a learner does not have personal money to cover the cost, guides may instead request they commit to hours of work for the school community. The plan will be unique to that scenario. Here is a general list of items learners regularly use and are responsible for caring for:

Approximate replacement costs based on the type of material are:

- **Everyday Supplies– \$0.50 to \$15.00**
 - Pens, pencils, markers, folders, notebooks, binders, paper, etc.
- **Outdoor Tools– \$5.00 to \$50.00**
 - Seeds, shovels, brooms, etc.
- **Kitchen Equipment– \$5.0 to \$200.00 and up**
 - Bowls, dishes, cutlery, appliances, etc.
- **Classroom Furniture and Equipment– \$50.0 to \$1000.00 and up**
 - Chairs, tables, TV, computers, vacuum, windows, etc.

Note: This is not an exhaustive list of equipment learners are responsible for using.

Non-Negotiable Behaviors that Require Immediate Response and Separation		
Behavior	Reason for Separation	Necessary Step for Reconnection
Physical Violence (hitting, kicking, biting, throwing objects with intent to harm)	Puts others' safety at risk, creates fear, disrupts peace of the learning environment.	Reflection meeting with family, learner, and guide before returning; to be added to the learner's academic record.
Dangerous Verbal or Physical Threats	Creates fear and disrupts the peace of the learning environment.	Written or verbal reflection, safety plan before returning; to be added to the learner's academic record.
Elopement (leaving the school grounds or classroom without permission)	Serious safety risk.	Family conference and safety contract; to be added to the learner's academic record.
Extreme Verbal Aggression or Hate Speech (repeated or intentional harmful language or harassment) –“Hate Speech”: any form of expression through which speakers intent to vilify, humiliate, or incite hatred against a group or class of persons on the basis of race, religion, skin color, sexual identity, gender identity, ethnicity, disability, or national origin (ala.org , 2025).	Violates community respect and emotional safety, creates fear and disrupts the learning environment.	Restorative conversation and accountability plan; to be added to the learner's academic record.
Severe Destruction of Property (damaging	Impacts shared resources and	Repair or replacement of damaged

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materials, vandalism, destroying personal or school property)	safety, violates community respect and emotional safety, creates fear and disrupts the peace of the learning environment.	property, reflection conversation; to be added to the learner's academic record.
Possession of Prohibited Substances or Items (drugs, alcohol, weapons)	Immediate and severe safety risk, violates community respect and emotional safety, creates fear and disrupts the peace of the learning environment.	Family intervention, potential external support services; to be added to the learner's academic record.

Reconnection and Repair Process After an Out-of-School Reflection

Before a learner returns to school, they must engage in a structured reflection process that may include:

A meeting with a guide and family member to discuss the behavior and expectations moving forward.

A written or verbal reflection on what happened, why it was unacceptable, and how the learner will make amends.

Depending on the incident: An observation done by the learner's guardian where they are able to observe 3+ hours of the learner's behavior inside school. Until this observation takes place, the learner is not able to return to school.

A restorative action plan, which may include repairing harm and relationships, apologizing, or replacing damaged materials.

A safety contract (if necessary) for severe incidents to ensure the learner understands expectations.

Technology Expectations

Computer usage increases in the Secondary program, from research, writing papers, and preparing presentations. Students will be provided a school chromebook that must be used while at school. No personal computers are allowed due to the computer monitoring system Skyward.

Students should be responsible and appropriate with their Chromebooks. If anything is deemed unacceptable, such as trying to 'hack' the computer or use it in non-academic ways without permission, students will lose access to Chromebooks for the remainder of the Quarter. Depending on the severity, the loss of the Chromebook may extend to the entire year, or only using it with adult supervision one-on-one.

While phones are an essential part of life now, they are very disruptive to a learning environment. All phones must be turned off and kept in the student's locker or turned into the phone cubby at the beginning of the day. If a student uses their phone without guide permission, depending on the severity, the student will have to turn in their phone to the front office at the start of every day, and only pick it up at dismissal.

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Appropriate music is allowed during independent work time but must be through the computer and must wear headphones. AirPods are allowed but cannot be connected to phones. AirPods are only to be worn during work time.

No AI is to be used to 'help' you complete your assignment. AI declines students' critical thinking skills as well as comprehension. If AI is found to have been used, that student will automatically fail that assignment. From that point on, the student will not be allowed a Chromebook, and every single assignment will have to be handwritten and done in class.

Please see the school technology agreement for more information.

Immersion Expectations

An immersion, or field study, happens at the end of every Quarter. There are different types of field studies such as volunteering, college tours, and the Adventure Trip. Each immersion is a part of the curriculum and will serve as an elective for a 'practical life skills' course.

However, as immersions are seen as a fun, week-filled activity, students are expected to maintain at least 80% in all of their academic classes in order to attend and participate in each immersion. If a learner does not maintain at least an 80% for their final grades at the end of each quarter, they will not be attending the immersion trip. Instead, they will be up in the Front Office during regular school hours completing any unfinished or missing work to bring up their final grades. Due to not maintaining their academics, they will thus fail or end up with an 'incomplete' in their immersion grade if this was to happen. Students may always ask for help and any needed modifications for grades, as long as they communicate to their guides, in order to participate and receive a passing grade for each immersion.

Students will be graded on each immersion such as through behavior, taking responsibility, and research to name a few.

The Immersion at the end of Quarter 4 is the Adventure Trip. This trip is a 3-4 day trip to an educational location of the students design. The students are responsible for planning the educational activities, the recreational activities, making reservations, and fundraising for the trip.

Micro-Economies

Students are expected to participate in micro-economic experiences such as developing and running a business and fundraising. In the past, students have run 'Pizza Fridays' and a 'Snack Shack'. These experiences help students learn about finances but also helps them raise funds for their Immersion trips.

Students are encouraged to participate in these different activities when they are able to. Parents are also encouraged to volunteer their time for these activities when they are able to.

Permission Slips

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Learner's families are expected to sign a permission slip acknowledging that they have read and agreed with Secondary II's syllabus by the end of the first week of school.

Learner's families are expected to sign a permission slip giving permission for their learner to ride in a staff member's car and/or AMS bus in case of emergency, during immersions, or when restocking the Snack Shack by the end of the first week of school.

Learner's families are expected to sign a permission slip acknowledging the use of PG-13 or above curricularly-relevant movies watched in class for academic purposes by the end of the first week of school.

Learner's families are expected to sign a permission slip for their learner for any spontaneous or planned field trips that take place during the entirety of the year by the end of the first week of school.

Learner's families are expected to turn in about 1050 at the start of the year. This money will go towards cooking classes, volunteering bus costs, as well as field trips. Any extra money will be given back to the family at the end of the year. Families may also donate this money back towards field studies for the class. If families are worried about this fee, they should contact guides right away.

Learner's families are expected to sign a permission slip giving permission for all immersions during the school year. Such immersions that might take place would be:

1. Volunteering
2. College Tours
3. Adventure Trip
 - a. May be replaced with Neighborhood Studies due to lack of funds from fundraising.

Learners and learner's families will always be notified of upcoming field trips, immersions, and details of costs and/or lunch options when learners are expected to leave school.

Sample Rubrics for Secondary II

Written Assignment Rubric

Points	0	1	2	3	4
	<i>Insufficient Evidence</i>	<i>Emerging Proficiency</i>	<i>Developing Proficiency</i>	<i>Approaching Proficiency</i>	<i>Holistic Proficiency</i>
Organization	Incomplete or no evidence to assess.	Choppy and confusing; format was difficult to follow; zero examples of transition sentences,	Somewhat organized; ideas were not presented coherently and transitions were not always smooth. At least	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to	95% or almost all of the writing reads as well organized, logical, and was easy to follow; flowed smoothly from

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		supporting statements, introductory or concluding sentences or paragraphs.	one but less than three examples of transition sentences, supporting statements, introductory or concluding sentences or paragraphs.	follow, but at times ideas were unclear. At least 75% or ¾ of the writing includes transition sentences, supporting statements, introductory and concluding sentences or paragraphs.	one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the paper. Every new paragraph connects to the previous one. The writer includes examples and supporting statements.
Research	Incomplete or no evidence to assess.	All or most statements are either inaccurate or the writer includes zero supporting examples, statements, sources cited, or evidence provided when the writer explains a topic, feeling, or concept.	More than half the statements are either inaccurate or the writer includes at least one, but less than three supporting statements, examples, sources cited, or evidence is provided when the writer explains a topic, feeling, or concept.	More than half the statements are either inaccurate or the writer includes at least three, but less than five supporting statements, examples, sources cited, or evidence provided when the writer explains a topic, feeling, or concept.	95% or almost all the statements are accurate, and the writer includes supporting statements, examples, sources cited, or evidence to support a topic, feeling, or concept.
Creavity	Incomplete or no evidence to assess.	Little creative energy used during this project; writing is predictable, not unique or original. There are zero sentences or phrases which attempt original thinking, humor, excitement, expertise, storytelling, emotion, or intrigue.	At least one but less than three sentences or phrases which attempt original thinking, humor, excitement, expertise, storytelling, emotion, or intrigue.	At least three, but less than five sentences or phrases which attempt original thinking, humor, excitement, expertise, storytelling, emotion, or intrigue.	The writing is interesting, engaging, and the reader wants to keep reading. The entire writing selection is engaging due to the author consistently writing with original thinking, humor, excitement, expertise, storytelling, emotion, or intrigue. The writing connects

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					concepts, subject areas, and/or previous knowledge to the writing topic.
Mechanics	Incomplete or no evidence to assess.	Four or more spelling, sentence, structure, punctuation, word usage, or grammar errors per paragraph average.	Two to three spelling, sentence, structure, punctuation, word usage, or grammar errors per paragraph average.	No more than one spelling, sentence, structure, punctuation, word usage, or grammar errors per paragraph average.	Zero or one spelling, sentence, structure, punctuation, word usage, or grammar errors in the entire writing piece.
Comments:					Grade:

Class Participation Rubric					
Points	0	1	2	3	4
	<i>Insufficient Evidence</i>	<i>Emerging Proficiency</i>	<i>Developing Proficiency</i>	<i>Approaching Proficiency</i>	<i>Holistic Proficiency</i>
Level of Engagement in Class	Incomplete or no evidence to assess.	The learner never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.	Learner rarely contributes to class by offering ideas and asking questions and/ or works on group project only some of the allotted time.	Learner proactively contributes to class by offering ideas and/ or asks questions once per class and/ or works on group project for most of the time.	Learner proactively contributes to class by offering ideas and/ or asks questions more than once per class and/ or works consistently on group project the entire time.
Listening Skills	Incomplete or no evidence to assess.	The learner does not listen when others talk, both in groups and in class. They often interrupt when others speak.	Learner does not listen when others talk, both in group work and in class.	Learner almost always listens when others talk, both in group work and in class.	Learner almost always listens when others talk, both in groups and in class. Learner then incorporates or builds off the

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					ideas of others.
Behavior	Incomplete or no evidence to assess.	The learner almost always displays disruptive behavior during class.	Learner occasionally displays disruptive behavior during class.	Learner rarely displays disruptive behavior during class.	Learner almost never displays disruptive behavior during class.
Preparation	Incomplete or no evidence to assess.	The learner is almost never prepared for class with assignments and required class materials.	Learner is rarely prepared for class with assignments and required class materials.	Learner is usually prepared for class with assignments and required class materials.	Learner is almost always prepared for class with assignments and required class materials.
Comments:					Grade:

HOLISTIC PROFICIENCY GRADING SCALE (6/8/26)

To be **proficient** means to be highly skilled, competent, and experienced in a particular subject, art, or activity, demonstrating strong knowledge and the ability to perform tasks effectively with a degree of confidence and ease, usually gained through practice and training. It signifies being well-advanced beyond basic understanding, and capable of handling complex situations.

Scale Rating	Description	What it Means	Percentage Equivalent	Letter Grade Equivalent
0 or no grade	Insufficient Evidence	You haven't shown any evidence that you have done this, or you have experience yet with this skill, quality, or knowledge.	0-59	F
1	Emerging Proficiency	- You are just beginning to do this skill, develop this quality, or learn this information. - You can do the skill or use the information sometimes, and/ or you can do it with help from adults or peers. - You are beginning to see how it relates to things you previously knew or experienced.	60-69	D
2	Developing Proficiency	You have learned how to do this skill, have developed this quality, or solidly	70-79	C

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		learned this information. - You can do it independently most of the time, but sometimes you need help to do it from adults or peers. - You are beginning to understand how this connects to other topics, areas, or skills, both ones that you previously learned and ones that you are currently learning.		
3	Approaching Proficiency	- You feel confident that you know how to do this, and can do it almost all of the time. - You rarely need help to do it from adults or peers to use this skill or knowledge. - You are beginning to actively use the connections you're making between this skill or knowledge and other topics, areas, or skills, both ones that you previously learned and ones that you are currently learning.	80-89	B
4	Holistic Proficiency	- You feel so confident that you know how to do this and understand why it's important. - You generally do not need help from adults or peers and could teach a mini-lesson on this skill, quality, or information to other learners. - You can apply this information or skill in real-life situations. - You actively use the connections you're making between this skill or knowledge and other topics, areas, or skills, both ones that you previously learned and ones that you are currently learning. You are able to use this skill, quality, or knowledge in complex, nuanced, and holistic ways.	90-100	A

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