

To consider approval of The TEC Schools as a private Montessori school in Worcester.

Mrs. Rupali Sharma submitted to the administration a request for approval of The TEC Schools – Think – Explore - Create, a private Montessori school located at 73 Lancaster Street in Worcester.

According to the Massachusetts General Laws (MGL) Chapter 76, Section 1, private schools must obtain approval of the school committee of the city or town in which the school is located. The MGL also sets the standards by which school committees must evaluate private schools.

In addition to the school committee approval, the Department of Elementary and Secondary Education (DESE) conducts an extensive review of the private schools that apply for such approval, including their curriculum, physical facilities, personnel, and administration.

In order to comply with the standards for approval, Mrs. Maureen Binienda and Dr. Marco Rodrigues conducted an on-site evaluation of the school according to the criteria specified in the suggested checklist for approval of private school by a local school committee.

The TEC Schools is a private school for students in Kindergarten through grade five. TEC's mission is to cultivate children's natural curiosity and educate them to reach their highest potential to become accomplished, moral and satisfied individuals. Using the tools of education in a Montessori environment students met their intellectual, social and emotional needs by engaging in hands-on, real life experiences to prepare them for life.

During the on-site visit on July 14, 2016, Mrs. Binienda and Dr. Rodrigues met with Mrs. Rupali Sharma, Founder and Director of The TEC Schools, and Mrs. Jill Perkins, Founding Member and Lead Teacher and met a few teachers who were setting up their classrooms.

Mrs. Sharma and Mrs. Perkins explained that at TEC, learning will be anchored by three key principles: Think, Explore, and Create. The school environment will be permeated with purposeful conversations among students engaged in hands-on Montessori activities. Mrs. Binienda and Dr. Rodrigues also had the opportunity to speak with some teachers and to learn more about the classroom setting and teaching styles.

The administration recommends that approval be granted to The TEC Schools for operation in Worcester. The administration will schedule subsequent site visits to The TEC Schools when it is in full operation.

Selected supporting documents are attached for your review.



It is my pleasure to welcome you to The TEC Schools at Trinity Lutheran Church in Worcester. Our inaugural year of 2016-2017 is very exciting! We have established our school and have started enrolling our very first group of students in Kindergarten through Grade Five. Faculty and staff members have been working hard to prepare our first classroom and welcome new students. During this year, we are looking forward to an amazing growth of the programs at The TEC Schools.

We are delighted that you are considering The TEC Schools for your child. Our commitment to individualized teaching method and focus on developing each child's moral compass is appealing to many families. Additionally, small classroom size fosters many interactions between teachers and students. The interdisciplinary curriculum at TEC challenges students, yet allowing them to take charge of their own learning through interest-based projects.

We are conveniently located in the heart of the city, near the beautiful Worcester Polytechnic Institute campus, and the Worcester Art Museum, within the Trinity Lutheran Church building, in the Salisbury Street neighborhood. Our proximity to various institutions provides our students with unique opportunities to collaborate with professionals and participate in highly engaging STEAM projects. The TEC Schools are proud to partner with the Worcester Art Museum, Crocodile River Music and Think Tank at Technocopia to enrich the education of TEC students.

We at The TEC Schools are focused on nurturing the enterprising child through experiential learning, and we are thrilled to show you how The TEC Difference can enhance your child's elementary education. We invite you to become a member of our growing TEC community, and we are so pleased to partner with you, and to commit to your child's education.

Sincerely,

A handwritten signature in dark ink, appearing to read "Rupali Sharma".

Rupali Sharma
Founder and Director,
The TEC Schools.
Think. Explore. Create.



OUR MISSION

The mission of The TEC Schools is to
cultivate children's natural curiosity
and educate them to reach their highest potential and
become accomplished, moral, and intrinsically satisfied individuals.
Using the scientific tools of education in a Montessori environment,
students meet their intellectual, social, and emotional needs
by engaging in hands-on, real life experiences
to prepare for life.

OUR PHILOSOPHY

Our teaching method is anchored in the three tenets: Think, Explore, Create.

Think: At The TEC Schools, we believe that all students are thinkers capable of producing high quality work of which they are proud. The vast curriculum is made comprehensible through carefully prepared, attractive, hands-on Montessori materials. Teachers recognize the unique talents of each student and foster their interest, encouraging students to take charge of their learning. Students develop rigor, work ethic, and focus, which in turn helps them learn core academic skills to enable independent thinking.

Explore: In addition to the core academic skills, students at The TEC Schools are immersed in a robust integrated science, technology, engineering, arts and math program called STEAM. Students learn the scientific method and the iterative engineering design process. This exploratory component of our teaching method inspires students to be passionate about their learning while developing soft skills of time management, collaboration and peer mentoring.

Create: The TEC Schools work directly with local institutions focused on STEAM education, creating opportunities for our students to participate in field experiences and STEAM-related competitions. In this unique, cooperative association with community partners, students apply their knowledge and skills to create real life solutions that address the needs in their community. Students at The TEC Schools, however young, learn that they play a part in the well being of their environment.

CORE VALUES

Be respectful. Seek truth. Strive for excellence. Achieve balance. Live with dignity and integrity. Be joyful.



ADMISSION CRITERIA

Students at The TEC Schools are admitted on a first come, first serve basis. In our inaugural year, students are accepted year round. At our Worcester campus, The TEC Schools accepts students who have turned five by December 31, 2016 in Kindergarten. For grades 1-5, the Director and Office Administrator work with parents to determine that The TEC Schools is the right school for the student through an interview process, by reviewing student records, progress reports, other evaluations, and observations of the classroom teachers.

The TEC Schools admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school administered programs.

APPLICATION AND ADMISSION PROCEDURES

- 1. Come for a Visit:** Call or email us, or fill out the Callback form on our website to schedule a visit our school. You will see the school, learn about our education method, and discuss whether The TEC Schools is the right school for your child.
- 2. Complete the Application Form:** After the school visit, we will give you an application form to complete and submit with the non-refundable \$50 application fee. For elementary students, we request you to include any transcripts and evaluations. Our admissions are on a rolling basis at this time.
- 3. Classroom Visit and Parent Interview:** Students and teachers work together during the classroom visit, while parents meet with the Admissions Director to mutually determine whether The TEC Schools is a good fit for your child. It is also a time to discuss our programs in depth and answer your questions regarding your child's education at TEC.
- 4. Enrollment Decision:** Once we mutually agree that the TEC Schools is the right place for your child, we will mail an acceptance package. The package contains important information about the school and includes the acceptance letter and various forms as mandated by law (field trip permissions, emergency, health, immunization forms, etc). Please return the completed and signed forms with a payment of \$500.
- 5. Welcome to The TEC Schools!** We look forward to partnering with you in the education of your child at TEC.

ENROLLMENT DECISION

Enrollment at The TEC Schools is open and will offer year-round admissions in our inaugural 2016-2017 school year. Students can enroll at any point in the school year. Currently, there is no financial assistance available through The TEC Schools.



THE TEC Schools
THINK • EXPLORE • CREATE

Kindergarten through Grade Five

The TEC School Application for 2016-2017

(Check One)

_____ K-2 (5-7 year olds)

_____ 3-5 (8-11 year olds)

Student's Full Name: _____ Nickname: _____ Gender: _____
Home Address: _____ Home Phone Number: _____
City: _____ State: _____ Zip Code: _____
Birth Date: _____ Age on September 1: _____ Grade Level to Enter: _____ Date to Enter: _____

Present School: _____ Present Grade: _____ Number of Years in System: _____
Address of Present School: _____
Name of Teacher/s: _____ School Phone Number: _____
Previous Montessori School Attended (if different from above): _____ Years Attended: _____

Parent/Guardian 1: _____ Parent/Guardian 2: _____
Home Address: _____ Home Address: _____
City: _____ State: _____ Zip Code: _____ City: _____ State: _____ Zip Code: _____
Home Phone Number: _____ Home Phone Number: _____
Place of Business: _____ Place of Business: _____
Position/Title: _____ Position/Title: _____
Business Address: _____ Business Address: _____
Work Phone: _____ Work Phone: _____
Cell Phone: _____ Cell Phone: _____
Email Address: _____ Email Address: _____

Who of named parent/ guardian is responsible for child support? _____

Names and ages of siblings: _____

How did you hear about The TEC Schools? Circle all that apply:

Friend Website Social Media Radio Magazine Drive-by Other

Parent/ Guardian 1 Signature: _____ Date: _____

Parent/ Guardian 2 Signature: _____ Date: _____

Please enclose a non-refundable application fee of fifty (\$50) dollars and return this form to:

The TEC Schools, 73 Lancaster St., Worcester, MA 01609

OFFICE USE ONLY:

Date Received: _____ Date of Enrollment: _____ Date of Interview: _____ First Day of Class: _____

Child care: AM: Mon. Tues. Wed. Thurs. Fri. 3:30-4:00 PM: Mon. Tues. Wed. Thurs. Fri. 4:00-5:00 PM: Mon. Tues. Wed. Thurs. Fri.
Circle all that apply Circle all that apply Circle all that apply

TEC SCHOOL 508-5773045

The TEC Schools

Think, Explore, Create

Proposal of Approval by The Worcester School Committee
August 9, 2016

Mission Statement:

The mission of the TEC Schools is to cultivate children's natural curiosity and educate them to reach their highest potential to become accomplished, moral and satisfied individuals. Using the tools of education in a Montessori environment students meet their intellectual, social and emotional needs by engaging in hands-on, real life experiences to prepare them for life.

Core Values:

- Be Respectful
- Seek Truth
- Strive for Excellence
- Achieve Balance
- Live with Dignity and Integrity
- Be Joyful

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1) Population To Be Served

Towns and cities from the Greater Worcester area will be served by The TEC Schools. These towns include and are not limited to Worcester, Shrewsbury, Auburn, Grafton, Northborough, Holden, Marlborough, West Boylston, Millbury, Webster, Paxton, Sutton, Boylston, Southborough, Leicester, Sterling, Princeton, Uxbridge, and Townsend.

Admissions criteria; documentation of school's enrollment

Initiation of the Admissions Process: The Director or the Office Administrator (OA) initiate the admission process when The TEC School receives a phone call, an in-person visit, Open House inquiry, or a website inquiry. The Director or the Office Administrator (OA) follow up the inquiry by a phone call and respond via email to invite the family for a tour. The tour is an important element of the admission process because prospective parents can determine if education at The TEC Schools is right for their child/ren. This informational tour includes viewing of all indoor and outdoor spaces of the school. Prospective parents/ guardians also learn about The TEC School's policies and procedures during this tour. An Admissions Folder is handed to the family where all information is included for further reference.

Tour of the Facility: In our inaugural year, The TEC School has scheduled weekly Open House events in order to spread the word about the school and boost enrollment. The Director schedules and staffs the weekly tours. During the school year, Open House events are planned in Fall, Winter and Spring. The OA maintains a record of all visitors and shares this information with the Director.

The OA schedules Group Tours on Monday and Friday afternoons and Individual Tours according to the convenience of the OA and the inquiring family. The OA starts the tour by welcoming prospective parents and gives them an introduction to the TEC Schools. The OA shares information about the Montessori approach, how science, technology, engineering, arts and math (STEAM) are integrated within the curriculum, the importance of developing moral values, and how our community partners work with our students. This information includes our unique partnerships with local museums and businesses. The OA also shares information about The TEC curriculum and the details of the music, art, foreign language, technology, and physical education programs. The OA shares how classrooms are configured; kindergarten - grade five in mixed-age groups, where two adults with at least one certified Montessorian staff the classroom. We believe that sharing this information is very important as prospective parents determine if The TEC School is the right fit for their child.

Admissions Information: After returning from the tour, an admissions folder is handed to each family. This folder includes a letter from the Director, the Mission statement, the admissions process, the tuition schedule, the school calendar, and the application. At this time, the OA reviews the Tuition Schedule sheet included in an admissions folder, which includes a \$50 nonrefundable application fee, the total tuition for the year based on the program level, Before School Program fees, After School Program fees, Enrichment fees, and the \$500 nonrefundable deposit to enroll the child.

The inquiring families have a choice to reserve a spot for their child by paying the \$50 nonrefundable fee after the tour, or send the completed application and fee by mail. At The TEC School, we consider children who have turned five by December 1 as eligible for our Kindergarten program. The TEC Schools offer preference to the siblings of current students, siblings or graduates of TLC Christian Preschool, children of The TEC Schools staff and faculty members, and Montessori transfers. Applications of these students are placed at the top of the Admissions List.

Eligibility of Students: The TEC Schools follows its Non-Discrimination Policy and welcomes students of all religions, race, ethnicity, or gender. In the Kindergarten Program, The TEC School accepts applications on a first come first serve basis. The TEC School does not use formal testing in its admission of Kindergarten students. The Director, OA and classroom teacher refer to the school reports and evaluations to determine whether The TEC Schools is an ideal fit for the student.

Elementary students are also accepted on a first come, first serve basis. The OA schedules a classroom visit for the elementary applicant and requests parents to submit current progress reports and evaluations. The classroom visit provides an opportunity to the teacher to evaluate the student's social, academic and emotional development. The teacher records the student's activities on a observation form and uses benchmarks from The Montessori Foundation's Scope and Sequence to assess the student's readiness for the lower and upper elementary programs. When the student interviews at the school and spends a morning shadowing in the classroom, the music, art, technology, or P.E. teachers may also assess the student's readiness and inform the OA of their observations. The OA meets with the parents to give further details of the program and answer questions.

Acceptance and Enrollment Agreement: The OA and the parents determine whether The TEC School is the right fit for the student. After the parents return the completed admission forms, the parent receives an Enrollment Agreement. The TEC Schools offer payment plans from which parents may choose to plan the Tuition Schedule. The exact amount to be paid depends on the payment plan chosen. The TEC Schools credit the \$500 nonrefundable Enrollment Agreement deposit to the last tuition payment. At this time, the OA reviews the entire Enrollment Agreement, which lists the terms of the contract and ensures that parents are aware of the details of the payment options and schedule.

For Returning Families: The TEC Schools releases Enrollment Agreements to current students and their siblings on or about January 1. Current families are requested to return their Enrollment Agreement with a \$500 deposit by January 31. Agreements to prospective families for all available places are released on February 1. Enrollment is ongoing at The TEC Schools. Full enrollment at the TEC Campus will vary from Year 1- Year 5. The TEC School is in its infancy and enrollment will be unpredictable in its initial years.

Summer Mailing: The TEC Schools mails a summer packet that contains a wealth of information for the parents of enrolled students. Letters from the Director and School Nurse Consultant, Health and Immunization Record, Medication form, the Back-to-School Night invitation, a letter from the classroom teacher, Supply List, Class List, Before and After school forms, Enrichment registration forms, and The TEC School academic calendar are included in this summer mailing.

Timeline and dates of importance in the admissions cycle

Applications are accepted throughout the entire year. Admission events in our inaugural year are

- **June 2016:** Admissions strategies for ongoing enrollment are developed.
- **July- August 2016:** Admission Tours begin.
- **September 2016:** Ongoing enrollment to achieve a goal of 20 students for the first school year.

The School's STATEMENT OF NON-DISCRIMINATION is:

The TEC Schools admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school administered programs.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title: Director

Address: 73 Lancaster Street, Worcester, MA 01609

Telephone No: 508 577 3045

The TEC school uses its non-discrimination policy in the admission process, enrollment, hiring, and all programs. It is published in the TEC Parent and Student Handbook, the Staff Handbook, the Enrollment Agreement, and is included on the school's website.

2016-2017 Tuition and Fees

- Kindergarten (Full-Day): \$13,000
- Lower Elementary Grades 1-3: \$13,500
- Upper Elementary Grades 4-5: \$13,750
- Before-School Child Care: \$ 5 per day.
- After School Enrichment Programs are offered in three sessions and are priced separately.
- Summer Programs: \$350 per week

Fees

- A non-refundable \$50 application fee is required at time of submitting the Application Form.
- A non-refundable \$500 deposit is required at time of enrollment.
- \$50 fee is charged for late tuition payments.

We offer payment plans to support parent's budgeting process.

Admissions Events

- **Open House**

For parents seeking an educational experience where their child will be challenged to do the best, The TEC School offers Open House events at various times during the year. During our inaugural year, we offer Open House events frequently. During the school year, Open House events are offered in January and March. This event is a good opportunity for the prospective parents to learn how students take charge of their learning, collaborate with peers and develop lifelong skills of creative problem solving.

2) Physical Plant/Safety

A. The school shows evidence of current: (Attached are copies of the certificates)

- i) Certificate of Occupancy
- ii) Fire inspection
- iii) Safety inspection
- iv) Elevator inspection, if applicable
- v) Compliance with lead paint poisoning prevention (for children under 6 years old)
- vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
- vii) Copies of valid safety and health inspection certificates

B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

Please see the attached floor plans that show the various indoor and outdoor areas of the school.

The City of Worcester, known as The Creative City, has many beautiful urban neighborhoods. Nestled in the safe neighborhood of the Worcester Art Museum and Worcester Polytechnic Institute, The TEC School is housed in the elegant building of Trinity Lutheran Church. The church opened its doors to share its educational space with The TEC Schools on June 11, 2016.

The TEC School is located in the lower level of the church building and is easily accessible by a staircase or the elevator. The OA's office is located in the hallway at the bottom of the staircase. All visitors have to sign in at the OA's desk to announce their presence in the space. The OA directs visitors to appropriate spaces.

Wide hallways lead to two well-lighted classrooms. Two doors at either end of the hallways are secured to ensure safety of the students.

The long, wide hallway is used for storing students' outerwear, lunch bags and backpacks. An art area and the library are also housed in the wide hallway.

The TEC School has two classrooms along the hallways. Currently, one classroom is equipped with child sized furniture and developmentally appropriate materials. The other classroom is being used as an office space to organize materials. The smaller classroom also has an attached bathroom, which students can use during work time. When enrollment reaches 15 students, both classrooms will be equipped with furniture and materials for students. Storage for materials will be provided in the hallway and in the bathroom.

The lower level also has a large cafeteria that can be divided into two spaces. One section is equipped with tables and chairs for students to have lunch. Students practice grace and courtesy and practical life skills during lunch time. A full size kitchen is available for teachers to prepare food for special events.

The other section of the cafeteria is used for technology, art and music program. This space is sparsely furnished so that teachers can place tables and chairs according to the needs of their class.

Additional bathrooms are located at the end of the hallway beyond the secured door. Teachers accompany students to the bathroom area before lunch time and after recess. For the physical development program

we use the three-fourths size indoor gymnasium that is located at the end of the hallway in the preschool space. The gymnasium has a finished hardwood floor and is equipped with basketball hoops.

On the first floor, The TEC School uses the church's shared spaces. The auditorium is available for special events. The facilities manager coordinates the setup of the auditorium space.

For staff meetings, lunch and other events, teachers use The Golden Room on the first floor. A small enclosed and secure courtyard attached to The Golden Room is available for outdoor lessons in gardening and botany.

Outside, the expansive church premises offer multiple outdoor spaces for students to play, contemplate and relax. The playground is secured and is suitable for students to climb, run and practice gross motor skills. A large parking area allows for safe and easy drop off and pick up.

In addition, we use the city of Worcester as an extension of our classroom. The campus is only a block away from Institute Park, where our students find many opportunities to study biology in nature. An outdoor theater at Institute Park offers the perfect stage for our creative students. The Worcester Art Museum is also developing an institutional membership for The TEC School so that some art lessons are conducted at the museum.

3) Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:

- i) mathematics
- ii) science and technology
- iii) history and social science
- iv) English
- v) foreign languages
- vi) the arts
- vii) physical education

Our teaching method is anchored in the three tenets: Think, Explore, Create.

Think: At The TEC Schools, we believe that all students are thinkers capable of producing high quality work of which they are proud. We also know that students learn best when they are curious and interested in a topic. The vast, sequential, challenging curriculum is made comprehensible through carefully prepared, attractive, hands-on Montessori materials. These sensory inputs facilitate hand to brain connection sparking interest in learning and students are motivated. Teachers recognize the unique talents of each student and foster their interest, encouraging students to take charge of their learning. Every day students ask many questions and seek answers through independent work during the large blocks of uninterrupted work time. Using the individualized Montessori approach students develop rigor, work ethic, and focus, which in turn helps them learn core academic skills to enable independent thinking.

Explore: Often we hear, “Do what you are passionate about.” But where does this passion come from? We believe it comes from experiential learning, from a deep understanding of a topic, from accidental discoveries that are made while collaborating with peers, and from gaining mastery over skills. In addition to the core academic skills, students at The TEC Schools are immersed in a robust integrated science, technology, engineering, arts and math program called STEAM. Students learn the scientific method and the iterative engineering design process to explore the fundamental principles that make our world work. In a systematic approach from learning about safety methods to handling specialized tools, students learn to use technology as they learn the science, history and geography curriculum. This exploratory component of our teaching method inspires students to be passionate about their learning while developing soft skills of time management, collaboration and peer mentoring.

Create: Whether a student chooses to be a poet or an artist, an entrepreneur or an engineer, a scientist or a comedian, we empower every student to create value that adds to the quality of life in our global community. The TEC Schools work directly with local institutions focused on STEAM education, creating opportunities for our students to participate in field experiences and STEAM-related competitions. In this unique, cooperative association with community partners, students apply their knowledge and skills to create real life solutions that address the needs in their community. During this collaborative process, students develop mastery in areas of their interest. By expanding our learning environment from the classroom to the neighborhood, and from the country to the world, students at The TEC Schools, however

young, learn that they are important contributors to the global community and play a part in the well being of their environment.

Moral Compass: At the The TEC Schools we believe that true education lies not only in imparting academic skills, but also in developing a sense of purpose in life. Our code of conduct is defined by the values we embody. Students at The TEC Schools develop their own moral compass through practice as the core values become an integral part of their education. Students emulate adults around them. Adults at TEC are role models for the students who demonstrate how to be gracious and kind members of the community. We cultivate a safe environment where students feel comfortable to discuss conflicts and arrive at resolutions. At the TEC Schools, faculty and staff members, students and parents live by six core values that define how we work and treat ourselves and others.

- Be respectful
- Seek truth
- Strive for excellence
- Achieve balance
- Live with dignity and integrity
- Be joyful

Curriculum:

The TEC School offers an interdisciplinary program for students in kindergarten-grade five in mixed age classrooms. Through a thoughtful and developmentally appropriate Montessori curriculum and an inter-disciplinary STEAM course based on the NGSS standards, students develop habits of creative thinking and innovation throughout their academic career at TEC.

The TEC Schools has created an account with an online record keeping system called Montessori Compass. Check them out at <http://montessoricompass.com>. Montessori Compass is licensed to use the Scope and Sequence of lessons as developed by Tim Seldin and his team at Montessori Foundation. <http://store.montessori.org/Montessori-Curriculum-Scope-and-Sequence-MF3SSS.htm>. The curriculum is aligned with the United States Common Core State Standards for both Mathematics and English Language Arts (Kindergarten through Grade 6). The TEC Schools already has an account with Montessori Compass. Each teacher will have his/ her own account to access the curriculum and share information.

Here are the detailed curriculum pages:

<http://montessoricompass.com/scope-and-sequence>
<http://montessoricompass.com/language-arts>
<http://montessoricompass.com/mathematics>
<http://montessoricompass.com/practical-life>
<http://montessoricompass.com/art-music-movement>
<http://montessoricompass.com/cosmic-studies>
<http://montessoricompass.com/geography>
<http://montessoricompass.com/history>
<http://montessoricompass.com/science>
<http://montessoricompass.com/sensorial>

In addition, The TEC School has adopted the Next Generation Science Standards to integrate STEAM curriculum. <http://www.nextgenscience.org/framework-k-12-science-education>

For art integration, our partners at the Worcester Art Museum are working with us to develop a unique art curriculum that integrates artwork from the museum.

Mixed-age Montessori Approach: Inspired by Dr. Maria Montessori’s methodology, our classrooms have mixed age groups that span three years and foster collaboration and peer mentoring. In our inaugural year, we start with a ‘One Room Classroom’ approach where the environment is prepared for students in Kindergarten through grade five. When we reach our enrollment goal of fifteen students, The TEC School will open the second classroom. At this time, one classroom will serve students in kindergarten through grade two and the other will serve students in grades three through five.

Teachers at TEC inspire students to think of the big picture by approaching topics from ‘whole to its parts’. Students have the freedom to choose their work in a structured environment and are accountable for their work through work plan check-ins and daily one-on-one meetings with teachers.

Students have large blocks of uninterrupted work time to practice the big concepts with hands-on Montessori materials. Teachers work with students at their individual level and present new materials when a student demonstrates interest in a topic. Each student is encouraged to follow his/ her own interest while also learning the academic skills. In the mixed-age group, students work independently and also in groups. This element of the Montessori approach provides a built-in mentorship program. Peer learning encourages collaboration and teamwork. Students learn to communicate effectively, plan their assignments and learn to complete their work in a timely manner. Students develop a sense of responsibility. Students are able to develop creative thinking process, independence and learn to take risks by practicing challenging materials, thus developing confidence in their own abilities.

Community Partnerships: The city of Worcester is our textbook. We extend our classroom walls by partnering with businesses in Worcester’s rich, cultural environment. Students increase interest and abilities in STEAM opportunities by engaging purposefully in work-based, real life projects. Students work in formally structured teams and develop lifelong interpersonal skills such as respect for diverse perspectives, active listening and checking for shared understanding.

Worcester Art Museum: TEC students and families can continue their learning at TEC after school and on weekends. Benefits include expert docent-led tours, Gallery Studio Workshops using WAM studios, Close consultation on curriculum/gallery connections, Free membership for all students, faculty, and staff of TEC, and Free membership for students’ families.

African Arts in Education: In this unique immersion program, students: Learn African-drumming and dance, with a focus on uplifting rhythms of West Africa. Students study various artifacts of Western Africa and create their own. They build a djembe and understand the science of sound. At the end of the program, students participate in a dynamic and interactive concert featuring Crocodile River Music’s world-class performers!

Think Tank at Technocopia: In the STEAM component, students will learn the basics of woodworking and will work with the teachers at Think Tank to learn the engineering design process. They learn to handle tools safely. Students develop an understanding of using technology in everyday projects.

i) Mathematics

The basic academic lessons in math and language are presented to each individual child, or in small group lessons, as the students demonstrate their readiness. At The TEC Schools, students are led to abstract ideas and relationships by working with the concrete materials. Through the interdisciplinary experience from sensorial activities, students develop the language to express mathematical concepts of measurement, geometry, sequencing, and data gathering. Students practice all four operations to add, subtract, multiply and divide, and begin to comprehend many abstract mathematical concepts using concrete Montessori materials. This individualized approach helps students develop the foundations for number sense through the integrated approach of geometry, mathematics and algebra. For example, the binomial cube that is assembled purely as a puzzle is used to practice squares of a number and later, to express quadratic equations. Students apply their knowledge in STEAM projects to collect and analyze simple data and represent their findings in mathematical expression.

ii) Science and Technology (STEAM Integration):

The curriculum also addresses the science, technology, engineering, arts and mathematics standards of the Next Generation Science Standards (NGSS). Engineering Design Process and the Scientific Method are taught at all levels where lesson plans incorporate science, engineering and technology strategies in pertinent topics. Our interdisciplinary curriculum challenges students' minds and stimulates the imagination of all kinds of learners. Students learn to frame the problem, design procedures, generate multiple solutions, and develop strategies to complete the task. They participate in a variety of hands-on projects and work with many technical tools to develop knowledge and skills in multiple technologies. Teachers provide multiple opportunities for students to participate in STEM competitions, MakerFaire or other STEM related events. Students benefit from participating in solving real-life problems and become purposeful members of the community.

iii) History and Social Science

Students begin to develop an understanding of the world around them by collecting and classifying everyday objects around them. Teachers present the TEC School Scope and Sequence on a three year cycle, which is based on Maria Montessori's theory of the "Planes of Development". This is the foundation of our curriculum. The "Planes of Development" define the sensitive periods for the acquisition of certain skills for students at a particular age and physical and emotional development. The three-year curriculum introduces "Great Lessons" which are presented every year. The "Great Lessons" are presented to inspire a natural curiosity and a sense of wonder and awe about our natural, physical, and spiritual world. History, geography and science studies are taught with reference to each other as students learn about the History of the Universe and Life on Earth.

Students also participate in Students use the globes, maps, land and water forms, timelines, and other materials to develop their own sense of life and an understanding of the world. Students are encouraged to research topics that interest them. In doing so, the child takes ownership of his/her education.

iv) English

Our language program is individualized to meet the needs of every student. At The TEC Schools we believe that language activities of reading, writing, spelling and comprehension go hand-in-hand. Students practice and develop oral expression through a variety of activities such as reading aloud, class participation, presentations, poetry recital, songs, stories, and working with classified language cards. Students develop handwriting through regular penmanship practice. Carefully prepared lessons guide students in the writing process. Spelling rules are taught through a systematic phonetic program. Students learn parts of speech and practice forming grammatically correct sentences. Our literature program emphasizes reading and comprehension skills, and encourages students to draw deeper inferences in stories. Students learn to use reference materials to develop research skills. Creativity is encouraged and students write and share their own stories and reports.

v) Foreign Languages

The goal of the foreign language curriculum is to provide exposure to a different culture, develop an appreciation for different perspectives, while building academic skills of pronunciation and vocabulary in kindergarten through grade three, and fluency in grades four and five. The curriculum builds systematically from learning basic concepts like greetings, numbers, colors, letters of the alphabet to naming everyday objects. In upper grades three to five, the curriculum includes grammar, sentence formation and short conversations with a focus on developing fluency.

The interdisciplinary curriculum integrates art, where the study of artists at the Worcester Art Museum is conducted in foreign languages to encourage students to learn to vocabulary and practice reading and writing exercises.

vi) The Arts

The TEC Music and Art Programs are based on the precept that music and art are nature's reward for cognitive fitness, a pleasurable means of encouraging wholesomeness of the mind. Therefore music and art, analogously with pursuit of physical fitness, are approached as a means of cultivating the student's moral and emotional well-being and sense of interest in and enjoyment of his own mind and spirit.

In addition to teaching skill based lessons in music and art curriculum, teachers also use the interdisciplinary approach to integrate the rich opportunities available at the Worcester Art Museum. The TEC School is working with the staff at Worcester Art Museum to develop curriculum based, interdisciplinary science, math, history, geography, and language activities.

In music program, students learn the fundamental components of western music and study the development of styles through the centuries. An Artist-in-Residence program promotes an immersion program that enriches the geography curriculum. For example, during the continent study of Africa, students participate in African Arts and Music program offered by the local Crocodile River Music. The music program provides multiple opportunities for students to present solo and group performances, thus building confidence and self esteem.

The components of the music curriculum are:

1. Making Music Through Singing and Analytical Understanding of Music
 - a. Sing various traditional European and Chinese songs in English – discuss in age-appropriate terms concepts of mood and pace
 - b. Understand beats and meter; learn conducting patterns for 2-, 3-, and 4-beat meters; conduct along with songs.
 - c. Learn to read and recite basic rhythms from music notation, with conducting.
 - d. Hear and name major versus minor scales, and various forms of pentatonic scale.
 - e. Beginning Solfege - fixed vs movable
 - f. Theory of melodic shape & fitting together of the notes
 - g. Build a Monochord - and use it for musical study
2. Enjoying Live Performances (Motivational/ Experiential Component)
The teacher and guest artists perform vocal and instrumental music from the European and Chinese traditions for the children, with the main purpose being the child's appreciation of the performer's skill and ability to make the music.
3. Engaging with Music through Stories
 - a. Watch & discuss excerpts that highlight classical music to develop analytical skills
4. Poetry & Music
 - a. Reading poetry - interpretation, rhythm, timing
 - b. Rhythm & Meter - applying musical concepts
 - c. Setting poems to music - advanced activity using melodic theory
5. Integrated Art and Music Performances
 - a. The Medieval Play of Robin & Marion
 - b. Stories about music from Greek Mythology

In art program, students learn the elements of art and color theory. The rich experience at Worcester Art Museum provides a springboard for an in-depth study art history. Students learn about the various time periods the development of styles through the centuries. An Artist Study program promotes deeper exploration of art styles and expression in visual media. For example, students immersed in the Artist Study of Monet visit the museum to learn from original masterpieces and practice impressionistic art during work time at school. The components of the art curriculum are:

1. Experience various painting materials and tools like water colors, tempera, acrylic, paint brushes, fingers, sticks, etc.
2. Safety procedures for use of special tools.
3. Learn color theory; primary, secondary and tertiary colors.
4. Create two and three dimensional art work.
5. Study classical art to analyze emotions and moods expressed in art.
6. Communicate clearly using appropriate vocabulary related to visual art.
7. Participate in an interdisciplinary projects and use the visual elements to express ideas.
8. Enjoy visits to the Worcester Art Museum.
9. Learn the iterative design process to build structures.
10. Develop an appreciation for art as a medium to express ideas creatively.

vii) Physical Education

In physical education, students participate in weekly gym classes where they learn to develop balance, participate in collaborative team exercises and learn skills to participate in team sports. The program is congruent to the school's mission on several levels. The TEC School Gym Program emphasizes the development of skills and understanding of rules so students can become active participants in schoolyard, neighborhood, and local team sports. The TEC School Gym Program fosters development of physical fitness so that each child can realize his or her own potential. The program instructors incorporate games which focus on team-building exercises. These components encourage self-discipline, self-confidence and a sense of personal and communal responsibility.

viii) Other Montessori Subject Areas

Practical Life: Students are attracted to practical life activities because of the natural link between their home environment and the classroom. Students develop fine motor skills, a sense of order, and independence through many activities ranging from easy movements to more complex, multi-step activities. The goal of practical life activities are to develop focus and concentration while taking care of self, care of the environment, and practicing grace and courtesy.

Sensorial: As students develop their knowledge of the world, they begin to discern and isolate fundamental qualities by perceiving them through their five senses. The curriculum focuses on classifying everyday objects and sorting them in order, collecting data and measurement, and distinguishing objects by comparing texture, size, form, volume, pitch, etc. Students practice precise language to describe their findings, thus developing the basis for abstract thinking.

Enrichment Programs: Additionally, the school offers many innovative enrichment programs to meet the needs of parents and to address students' interests. We offer a Before and After School Program. Our robust After School program and vacation camps include cutting-edge STEAM programs like art, robotics, animation, Lego Club, animatronics, 3D Printing and Destination Imagination. TEC also collaborates with local businesses and institutions in the area to bring rich cultural, science and technology programs such as African Drumming for immersion in arts. These pilot programs add vigor and life and demonstrate the school's willingness to collaborate with the Greater Worcester community.

Before and After School Care is provided as an extension of the Montessori classroom. The environment is prepared for a calm and quiet time so that students have time to eat breakfast or snack. Time is also provided for games and outdoor play. Teachers follow the children's interests and may choose activities to foster development of non-academic skills.

4) Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

Resources at The TEC School include Montessori Training Binders for lessons in language, mathematics, geometry, history, geography, science, practical life, sensorial, music, art, and grace and courtesy lessons. The binders have detailed lesson plans to meet the needs of each individual student in kindergarten through grade five. Teachers also use the binders to plan the three year cycle, yearly plan, monthly topics and weekly lesson plans. Additionally, hands-on Montessori materials are available for students to practice concepts taught in every subject area.

Instruction materials also include educational workbooks to supplement reading, writing, comprehension and math curriculum. Third through fifth graders use online resources to support their classroom activities. For example, students may use Khan Academy and Assistment Programs to enhance their learning experience and collaborate with peers. Teachers also make workbooks for follow up activities to reinforce concepts learned in the classroom.

The library also provides many resources for teachers and students. Reference books are available for staff and students to use at liberty. Students in kindergarten through grade two are accompanied by a teacher. Students in grades three through five use library skills independently. Teachers choose books according to the curriculum topics. Students' interests also determine the choice of books in the classroom. For example, if a student is interested in rocks and minerals, the teacher will create a workspace to include samples of rocks and minerals and place several books for students to research the topic.

The curriculum is supported by the use of technology in all areas of the curriculum. Interdisciplinary curriculum is supported by the variety of tools and equipment available to teachers to integrate in the lessons and follow up activities. Our community partners also share resources to support the curriculum. For example, African Arts in Education offers a STEAM kit to practice skills learned during the art, drumming and dancing classes. Worcester Art Museum offers lesson plans, artist kits and materials for special projects.

Staff members share the office equipment which is made available in the church's front office. Equipment includes copier, bookmaking tools, color printer, scanner, projector, and other office supplies.

Please see the Supplements box, materials and technology equipment in the school. Technology equipment available on loan to TEC from Imagination Unbound, LLC:

- Laptops - 10
- Chromebook - 7
- iPad Mini - 3
- iPad -2
- 3 Doodler - 1
- 3D Printer - 1

- Robotics Mindstorms Kits - 5 sets
- Lego Sets - 3 basic, 2 intermediate and 3 advanced level boxes
- Digital camera
- Computer Speakers

Montessori and Other Educational Materials

- List of inventory of Montessori materials
- Little Lamb cards
- Spelling program
- SRA Reading program
- Early readers and chapter books
- Teacher-made Materials
- Educational workbooks
- DIBELS Next Assessment program

Professional Training

- Teacher guides
- Education books
- Compact Discs of various subjects
- Publications

Office Equipment for Staff: The TEC School shares the office equipment with the Trinity Lutheran Church.

Montessori Materials (American Montessori Society)

EARLY CHILDHOOD 2.5 – 6 years		
PRACTICAL LIFE (Must be a variety of activities)	ESSENTIAL	DESIRABLE
Hand Washing Materials	X	
Squeezing a Sponge	X	
Table Washing	X	
Shell/Rock Scrubbing	X	
Bubble Making		X
Sweeping (Floor)	X	
Sweeping (Table)	X	
Pouring Beans	X	
Pouring Grains	X	
Pouring Water	X	
Spooning Activities	X	
Scooping Activities	X	
Tong Activities	X	
Sorting by Size	X	
Sorting by Color	X	
Sorting by Objects	X	
Food Preparation	X	
Sewing	X	
Serving Snack	X	
6 - 8 Dressing Frames	X	
Grace and Courtesy	X	
Cutting (With sequence of difficulty)	X	
Pasting/Gluing	X	
Folding	X	
Clothes Pins		X
Walking on the Line	X	
Silence Game	X	
Flower Arranging		X
Ironing		X
Weaving		X

Large motor i.e. woodworking		X
SENSORIAL	ESSENTIAL	DESIRABLE
Knobbed Cylinders (4)	X	
Pink Tower	X	
Broad Stair	X	
Long Rods	X	
Color Tablet Box I	X	
Color Tablet Box II	X	
Color Tablet Box III	X	
Triangle Box	X	
Sm. Hexagon Box	X	
Large Hexagon Box	X	
Rectangle Box	X	
Knobless Cylinders (4)	X	

Touch Boards	X	
Touch Tablets	X	
Sound Cylinders	X	
Geometric Solids	X	
Geometric Cabinet (Trays and Cards)	X	
Touch Fabrics	X	
Bells/Tone Bars		
Stereognostic Exercises	X	
Mystery Bag	X	
Smelling Exercise	X	
Tasting Exercise		X
Binomial Cube	X	
Trinomial Cube	X	
Baric Tablets	X	
LANGUAGE	ESSENTIAL	DESIRABLE
Metal Insets	X	
Sandpaper Letters	X	
Movable Alphabet	X	

Comprehensive Reading Plan	X	
Vocabulary Activities	X	
Reading Readiness Activities	X	
Categories	X	
Patterns	X	
Relationships	X	
Sequencing	X	
Objects/Movable Alphabet	X	
Picture/Moveable Alphabet	X	
Phonogram Exercises	X	
Composing Words	X	
Non-Phonetic Words	X	
Phonetic Reading Books	X	
Command Cards	X	
Grammar	X	
Nouns	X	
Adjectives	X	
Verbs	X	
Article	X	
Comprehensive Writing Plan		X
Sand Tray		X
Letter Tracing	X	
Writing Sequence	X	
Non-phonetic reading books		X
Poetry		X
Mini environments e.g. farm/phonetic		X

Farm or equivalent for intro to grammar		X
Easy Readers		X
MATH	ESSENTIAL	DESIRABLE
Number Rods and Numerals	X	
Sandpaper Numerals	X	
Spindle Boxes	X	

Cards and Counters	X	
Memory Game	X	
Golden Bead Material	X	
Presentation Tray	X	
Stamp Game	X	
Bead Frame	X	
Dot Game		
Ten Boards	X	
Teen Boards	X	
Hundred Board	X	
Bead Cabinet & Arrows	X	
Addition		
Short Bead Stair	X	
Addition Strip Board	X	
Positive Snake Game	X	
Addition Charts	X	
Subtraction		
Subtraction Strip Board	X	
Subtraction Charts	X	
Subtraction Snake Game		X
Multiplication		
Short Bead Stair Exercises	X	
Multiplication Board	X	
Multiplication Charts	X	
Division		
Division Board with One Divisor	X	
Division Charts		X
Fractions		
Fraction Skittles		X
Fraction Insets		
Money—coin recognition		X
Money Activities		X
CULTURAL AREAS	ESSENTIAL	DESIRABLE

Globes	X	
Land Forms	X	
Geography Maps	X	

Hemisphere Map	X	
North America	X	
United States	X	
Europe	X	
South America	X	
Asia	X	
Africa	X	
Antarctica		X
Australia	X	
Cultural Geography	X	
Directions - North, South, East, West		X
History	X	
Zoology	X	
Botany	X	
Leaf Cabinet		X
Science Activities	X	
Plant Puzzles	X	
Botany 3-Part cards	X	
Animal Puzzles	X	
Animal 3-Part Cards (nomenclature)	X	
Outdoor Environmental Activities	X	
Additional Materials	X	
Art Materials (various mediums and techniques)	X	
Library (Book) Area	X	
Musical Instruments		
History Activities		X
Nomenclature Cards (culture)		X
Study of Clocks, Learning Time		X
Time Activities		X

Timeline of a Child's Life		X
Timeline of a Day		X
Calendars		X
Peace Education Materials		X

Elementary I 6 – 9 years		
LANGUAGE	ESSENTIAL	DESIRABLE
Oral Introductions to Language	X	
Comprehensive (Phonetic) Reading Program	X	
Movable Alphabet	X	
Sandpaper Letters	X	
Words to Pictures	X	
Sentences to Pictures	X	
Phonetic Books	X	
Puzzle or Sight (Non-Phonetic) Words	X	
Mini Environments (Words to Objects)	X	
Word Study		
Synonyms	X	
Antonyms	X	
Homonyms	X	
Suffix	X	
Prefix	X	
Compound Words	X	
Command Cards		
One Action	X	
Two Actions	X	
Three Actions	X	
Correct Expression Activities (e.g., animal - homes/voices, etc.)	X	
9 Parts of Speech and Grammar Symbols	X	
Appropriate Action Cards	X	
Agreement of Pronoun/Verb	X	
Interpretive Reading Cards	X	
Grammar Charts		

Boxes with Arrows	X	
Pictures	X	
Sentences	X	
Forms for Student Writing	X	
Detective Adjective Game	X	
Grammar Boxes	X	
Irregular Verbs	X	
Verb Forms	X	
Conjugation of Verbs Materials		X
Genre's of Literature		X
SRA Reading Labs		X
Four Square Writing Program		X
Symbolic Grammar		X
Language Mechanics		X

Creative Writing Materials		X
Library for research and pleasure reading		X
MATH	ESSENTIAL	DESIRABLE
Quantity of Golden Bead Material	X	
Quantity of Short Bead Stairs	X	
Arithmetic Charts & Equations	X	
Addition Snake Game	X	
Multiplication Snake Game	X	
Subtraction Snake Game	X	
Bead Cabinet & Arrows	X	
Decanomial Materials	X	
Stamp Games	X	
Division Boards	X	
Small Bead Frames	X	
Large Bead Frames	X	
Horizontal Bead Frames	X	
Fraction Skittles	X	
Fraction Insets	X	

Additional Fractions (Parts of a Circle)	X	
Checkerboard Multiplication	X	
Bank Game Cards	X	
Test Tube Division	X	
Pegboard	X	
Decimal Fraction Material		X
Math Word Problems		X
GEOMETRY	ESSENTIAL	DESIRABLE
Geometric Cabinet	X	
Constructive Triangles	X	
Geometric Solids (corresponding objects in the environment)	X	
Geometry Stick Material	X	
Classified Nomenclature	X	
Insets of Equivalencies	X	
Yellow Area Material	X	
HISTORY	ESSENTIAL	DESIRABLE
Concept of Time	X	
Humans Through Several Stages	X	
Fundamental Needs of Humans	X	
Stages of Progress of Civilization	X	
Story of Creation	X	
Impressionistic Charts	X	
Clock of Eras	X	

Time Line of Life (Control and blank with matching movable pieces)	X	
Time Line of Humans	X	
Stone Age People		
Early Great Civilizations Materials		
Command Cards/Cultural		X
PHYSICAL SCIENCE	ESSENTIAL	DESIRABLE
Science Experiments		
Cold/Colder Than Cold	X	
Solid-Liquid-Gas	X	

Centripetal/Centrifugal Force	X	
Inertia	X	
Gravity	X	
Hot Air Rises	X	
ZOOLOGY	ESSENTIAL	DESIRABLE
Pictures of Vertebrates for Classification	X	
Classified Nomenclature of External Parts of Vertebrates		
Wall Charts	X	
3 Part Cards	X	
Booklets	X	
Classified Nomenclature of Internal Parts of Vertebrates		
Wall Charts	X	
3 Part Cards	X	
Booklets	X	
Organization of the Animal Kingdom:	X	
(Vertebrate and Invertebrate or 5 Kingdom Charts for Classification)	X	
Classified Nomenclature of Invertebrates	X	
Animal First Knowledge - Questions		X
Command Cards/Cultural		X
BOTANY	ESSENTIAL	DESIRABLE
Botany Classified Nomenclature		
The Plant	X	
Roots	X	
Stem/Trunk	X	
Leaves	X	
Flowers	X	
Fruit	X	
Seed	X	
Pictures and Stories of Plants	X	
Botany Impressionistic Charts	X	
Plant Classification Charts	X	

Plant First Knowledge – Questions		X
Command Cards/Cultural		X
GEOGRAPHY	ESSENTIAL	DESIRABLE
Globes	X	
Map of Hemispheres	X	
Maps of Continents	X	
Flags	X	
Classified Nomenclature for Geography	X	
Geography Experiments/ Concepts	X	
Geography Impressionistic Charts	X	
The Universe, The Solar System and the Earth	X	
Solar Energy & the Earth	X	
Movements of the Earth & their Consequences	X	
The Atmosphere and Its Phenomena	X	
The Work of the Wind	X	
The Hydrosphere & Its Phenomena	X	
Rock Collection	X	
Classified Nomenclature for Geography	X	
Land Forms		X
Astronomy Materials		X
Archeology Materials		X
Ecology Materials		X
Command Cards/Cultural		X
SUPPLEMENTAL ACTIVITIES	ESSENTIAL	DESIRABLE
Practical Life		X
Peace Education		X
The Arts		X
Artistic Expression		X
Drama		X
Art Appreciation Materials		X
Music appreciation Materials		X
Physical Education		X
Computers		X

Montessori Materials List (American Montessori Society)

Elementary II 9 – 12 years		
LANGUAGE	ESSENTIAL	DESIRABLE
Grammar Charts		
Boxes with Arrows	X	
Pictures	X	
Sentences	X	
Forms for Student Writing	X	
Conjugation of Verbs Materials	X	
Study of the History of English/Etymology	X	
Word Study Materials		
Affixes	X	
Word Families	X	
Compounds	X	
Functions of Words Extended		
Materials for Study	X	
Complete Set of Grammar Symbols	X	
Extended Logical Analysis		
Materials for Study	X	
Non-Montessori Specific Materials		
Literature Study	X	
Reading Techniques	X	
Research Methods	X	
Oral Presentations		X
Literature Books		X
Reference Books/Computers		X
Drama		X
MATH	ESSENTIAL	DESIRABLE
Large Bead Frames	X	
Horizontal Bead Frames	X	
Fraction Skittles	X	
Fraction Insets	X	
Additional Fractions (Parts of a Circle)	X	

Bank Game Cards	X	
Test Tube Division	X	
Pegboard	X	
Decimal Fraction Material	X	
Squaring and Square Root		
Golden Bead Material	X	
Guide Squares	X	
Pegboard	X	
Cubing and Cube Root		
Cubing Wooden Material	X	
Algebraic Trinomial	X	
Powers and Integers	X	
Power of Two		X

Power of Three		X
Power of Ten		X
Additional Materials		
Ratio and Proportion	X	
Principal/Interest/Rate/Time	X	
Velocity/Distance/Time	X	
Advanced Math Word Problems		X
GEOMETRY	ESSENTIAL	DESIRABLE
Geometry Stick Material	X	
Classified Nomenclature	X	
Insets of Equivalencies	X	
Yellow Area Material	X	
Equivalency - Pythagorean Plates	X	
Circle-Circumference & Area Materials	X	
Area—Plane Figures & Solids	X	
Volume—Solid & Hollow Blue Shapes	X	
HISTORY	ESSENTIAL	DESIRABLE
Time Line of Humans	X	
Early Great Civilizations Materials	X	
Transition Materials	X	

Migration Charts	X	
Fundamental Needs Charts	X	
Archeology Overview	X	
Sumerian & Egyptian	X	
Greek & Roman Materials	X	
Middle Ages Materials (Germanic Tribes, Vikings, Feudalism)	X	
Renaissance Materials	X	
Study of the Great Explorers	X	
Study of the Americas	X	
Pre-Columbian (Native People)	X	
United States		
Colonization	X	
Revolution	X	
Developing Nation	X	
Civil War	X	
Study of Other Civilizations		
African	X	

Asian	X	
Timeline of Life		X
Timeline of Universe		X
Great River		X

SCIENCE	ESSENTIAL	DESIRABLE
Plant Classification Chart	X	
Five Kingdoms Materials	X	
Comparative Functions of Animals (Strip Charts and Packets)	X	
Human Reproductive System	X	
Ecology	X	
Chemistry Materials for Study and Experiments	X	
BOTANY	ESSENTIAL	DESIRABLE
Botany Stamps		X

LIFE SCIENCE	ESSENTIAL	DESIRABLE
Nutrition/Health issues		X
Sustainability		X
GEOGRAPHY	ESSENTIAL	DESIRABLE
Classified Nomenclature	X	
ECONOMIC GEOGRAPHY	ESSENTIAL	DESIRABLE
Interdependencies	X	
Production/Consumption (Maps & Graphs)	X	
Import/Export	X	
Research Materials	X	
SUPPLEMENTAL ACTIVITIES	ESSENTIAL	DESIRABLE
Advanced Practical Life		X
The Arts		X
Artistic Expression		X

Drama		X
Music		X
Physical Education		X
Computers		X
Community Service Projects		X

5) School Staff

The instruction provided is "thorough and efficient" based on:

i) Teacher Qualifications

Faculty and staff members at The TEC School are innovative and experienced professionals. Lead teachers are certified in the Montessori Method and trained in integrating STEAM education. All staff and faculty members undergo a meticulous interview process at The TEC School. The Director appoints staff members, specialist and teachers, lead and assistants who bring unique talents to the school that enrich the TEC curriculum. All selected staff and faculty members hold an education degree in the area of their expertise. Every teacher's passion for working in an innovative environment is exemplified in the students' projects and performances. Specialist teachers for art, music, P.E. and technology are professionals who practice their art in their respective industries. They also have extensive experience working with children. All of our faculty and staff members are trained in CPR and First Aid. Faculty and staff at The TEC Schools are goal-oriented individuals who continue to model lifelong learning through their commitment to professional development. Their innovative approach to teaching is based on research, observations, evaluation and reflection of the curriculum and teaching practices.

ii) Adequate Student/Teacher Ratio

The TEC School maintains a low student to teacher ratio to ensure individualized attention to all students. There are two teachers for every 24 students. Additionally, the support teacher and the OA offer one-on-one support to students who need remedial work. The TEC School also hires a specialist to conduct diagnostic tests at the beginning of the year and support students who may have special needs.

iii) Regular Evaluation of Staff

The TEC Schools has a process of goal setting and staff evaluations throughout the year. Job Descriptions guide the staff and faculty members in conducting their daily duties. Time is set aside in the school calendar for the Director and the staff meet to evaluate and review performance regularly. The Director and the staff members meet two times a year to set goals, complete self evaluation forms, and review performances. Every month, the Director meets with every staff member to ensure that goals are met and necessary support is provided to meet the outlined goals.

iv) The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

The school complies with federal, state and local regulatory requirements for health and safety by following the guidelines and requirements set forth by the MA Department of Public Health.

All adults working in The TEC School undergo a CORI evaluation through the Trinity Lutheran Church (TLC). A copy of the records is kept in the TLC office. A copy of the records is given to the Director of The TEC School. The TEC School then informs the respective adults of the fingerprinting procedure. The TEC School pays for all adults working on the premises to be fingerprinted. CORI and fingerprinting reports are kept in a locked file cabinet.

The TEC School is aware of FERPA and COPPA regulations. Copies of the regulations are maintained. Faculty and staff members are made aware of the protocols at staff meetings. The Director, along with the technology teacher maintain student confidentiality per FERPA and COPPA regulations while teaching online technology classes.

FACULTY AND STAFF

Name	Title	Email	Educational Background
Rupali Sharma	Director/Classroom Teacher	rsharma@thetecschoos.com	Bachelor of Architecture, Montessori 3-6, 6-9
Jill Perkins	Classroom Teacher	jperkins@thetecschoos.com	Bachelor’s of Arts in Education and English, Montessori 6-9
Christina Papalilo	Support Staff	cpapalilo@thetecschoos.com	Bachelor’s of Arts
Nicole Caligiuri	Office Administrator	ncaligiuri@thetecschoos.com	Bachelor’s of Arts, History and Education
Denise McKenna	Business Manager	accounts@thetecschoos.com	Bachelor’s of Science, Business Administration
Alexander Gray	Technology Teacher	technology@thetecschoos.com	Bachelor’s of Science, Interactive Media and Game Development
Matthew Zachary Johnson	Music Teacher	music@thetecschoos.com	Bachelor’s of Music in Music Theory and Music Composition, Master’s of Music in Music Theory
Ammar Dheyab	Gym Teacher	gym@thetecschoos.com	Diploma of Circus Arts, EMT
Sharon Duquette	School Nurse Consultant	nurse@thetecschoos.com	Bachelor’s of Science in Nursing, National Certificate of School Nurses 2014
Mary Avola	Content Support Staff	NA	Bachelor’s of Science in Elementary Education, certificate of Special Education from The Carroll School, Montessori 3-6, 6-9

6) Administration

The school has a clearly defined organization that facilitates its objectives.

The Legal Personality of the School: The TEC School Articles of Incorporation demonstrate that the school is a for-profit institution, and complies with all applicable current legislation. Certificate of Incorporation is included in the Supplements.

The TEC School was incorporated on June 10, 2016. The TEC School moved into the TLC premises on June 13, 2016.

Initially, the school will build up in the following manner:

- Year 1: One room serving maximum of 20 students in grades K-5, two rooms serving a maximum of 24 students in grades K-5
- Year 2: Two rooms serving maximum of 40 students in grades K-5
- Year 3: Three rooms serving maximum of 65 students in grades K-5
- Year 4: Four rooms serving maximum of 70 students in grades K-5
- Year 5: Four rooms serving maximum of 70 students in grades K-5

Information About Governing Body and Structure

The TEC School is owned and operated by the Founder and Director, Mrs. Rupali Sharma. Faculty, staff members, consultants, Board of Advisors and parent organization form the core group to run the various operations at the school.

Board Of Advisors (BOA)

Leadership at The TEC Schools is guided by a Board of Advisors (BOA) comprised of accomplished professionals who bring the strategic expertise, resources, and perspectives needed to achieve our mission and strategic objectives. The Founder and Director of The TEC School engages proactively with the advisors in cultivating and maintaining good relations with our constituents as well as the broader community. The BOA is also committed to developing a rigorous academic program that includes tried and tested Montessori principles, an innovative and integrated STEAM approach, and best practices in the education industry.

The BOA is a volunteer group of experts whose responsibility is to foster the growth of The TEC Schools. They guide the Director in the long-term decisions that ensure the wellbeing of the school and work with the Founder to remain mission centric as she establishes The TEC School in Worcester.

BOARD OF ADVISORS

Name	Title	Current Industry Position	Qualifications
Mark Powell	Montessori Expert	Founding Member, Montessori Leadership Collaborative Assistant Principal at Montessori International College, Australia	Bachelor of Science, Montessori 3-6, 6-9, 9-12. Writer, Montessori Material Maker, Teacher Trainer, Classroom teacher, Head of School.
Margie Smetana	Montessori Expert	Head of Montessori at Barrie School, MD, USA	Bachelor of Arts, Montessori 6-9, Artist, School Administrator, Head of School
Nausheen Moulana	Strategic Thinker	VP, Software Engineering, MA, USA	Bachelor of Engineering, Masters in Business Administration, Project Manager
Mangesh Kirtane	Leadership and Team Building	Entrepreneur and Leadership Coach, MH, India	Co-founder at Pegasus Institute, Alchemy Training, Human Resources
Shrikant Rangnekar	Business Advisor	Partner at law firm, NY, USA	Masters in Engineering, Immigration law
Neena Wagh	Integration of Special Ed.	Writer and Special Ed. Activist, India	Bachelor of Science, Interactive Media and Game Development

School Administration

The TEC administration includes the Director, the OA, the Business Manager, and the Nurse Consultant. The Director is responsible for the following duties: realize and carry out the school's strategic plan, uphold the values outlined in the school's mission, establish and execute policies, supervise the operations and needs of the school's spaces, oversee details regarding budget, enrollment, and personnel. The Director is also responsible for daily logistics, and is readily available for contact by parents, staff, Parent Organization, BOA, other schools, the community, and the various partners.

The OA's responsibilities are to assist the Director with enrollment and re-enrollment plans, establish and execute policies regarding admission and enrollment, manage all admissions inquiries and requirements, and oversee all admissions processes and events; by scheduling Open Houses and tours as necessary and as needed.

The Business Manager is responsible for the upkeep of financial records, and manages all duties regarding receivables, payables, coordinating payroll and ordering materials. The Business Manager also prepares a budget with the Director yearly, establishes annual reports, and preserves and stores records for audits.

The School Nurse Consultant provides counsel to the Director and confirms that any and all health and safety records are maintained, complied with and aligned with the regulations as defined by the State. The Director and the School Nurse work collaboratively with the Trinity Lutheran Church and TLC Preschool to develop the Crisis Manual, Pest Management System, Fire Drill and Emergency Procedures, Bullying Policy, and the Health and Safety Policies for the Parent and Staff handbooks, which are consistent with the

existing programs within the church. The Nurse Consultant also keeps and updates student health record files in a locked file cabinet, coordinates CPR and First Aid training for faculty and staff, and reviews records to guarantee compliance with regulations. The Nurse Consultant meets with the OA as necessary and on a regular basis to check in regarding daily medical needs of students and updated records.

Faculty and Support Staff: The faculty and support staff are responsible for delivery of the quality education in accordance with the philosophy and methods of Dr. Maria Montessori. Staff responsibilities are outlined in the school's handbook. The Director oversees operational policies, staffing, admissions, programs, and systems, with input from the staff. The Director and staff work collaboratively and all have responsibility regarding matters of curriculum, regulations, special needs, and parent communications. The staff is responsible for classroom decisions such as student progress, discipline, schedule, supervision, and safety, and refer to the Director as needed.

7) Records

A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).

Record keeping is a shared responsibility of the Director, OA, School Nurse and classroom teachers. Classroom observation records are maintained by teachers in the classroom. Confidential records are maintained in locked cabinets in the OA's work area.

It is important for The TEC Schools that students arrive on time and are prepared for learning with their peers. The OA and the classroom teachers are responsible for maintaining attendance records. Daily attendance is noted in a logbook kept in the classroom. Teachers take attendance at 8:30am. Students who arrive after 8:30am report to the OA and receive a tardy slip. The OA makes note of students who are absent in a logbook and informs the specialists. Students who may need to leave the school early for appointments have to bring a note from the parents. The OA releases students to the authorized personnel for early dismissal and makes a note in the logbook. Classroom teachers track student attendance and call parents of students who are often tardy.

The School Nurse Consultant and the OA maintain health records in a locked cabinet. At the beginning of the school year, the School Nurse Consultant writes a letter to the parents requesting all necessary health records. Once the health records are received, the School Nurse Consultant files them and informs the classroom teachers of any specific health concerns of students in their care. The OA is responsible for tracking daily health matters. For example, if a student is hurt on the playground, the OA makes note of the injury and the treatment in a logbook. The OA completes an injury record form and sends a copy to the parents.

Classroom teachers maintain an observation binder in the classroom. This binder is divided into sections to track academic, social and emotional development of each student. When disciplinary issues arise, teachers refer to their observations in this binder. Teachers address disciplinary concerns directly with the students. However, when a student repeats behavior that is inconsistent with classroom and school rules, the Director is invited to meet with the student. Depending on the severity of the situation, the Director may request the student's parents to participate in the meeting to address the concerns and create a plan for improvement. The classroom teacher, Director and parents meet regularly to help the student. In special cases where the student does not make any progress, the Director meets with the parents to relieve them of the contract. The teacher and the Director maintain written records of the disciplinary actions in the student's files.

Progress reports are mailed to the parents and a copy is maintained in the student's files in a locked cabinet. Classroom teachers prepare the progress reports two times a year. Teachers also share the results from standardized tests such as the DibelsNext and TerraNova tests. Parents are invited for a meeting with the teacher to assess student's progress and set goals for the next semester or year.

B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

1. Prospective Student Files

Prospective families who are looking to enroll their student at the school are requested to tour the school and complete an application form. These applications are kept in a locked cabinet and in a secured electronic database. This data is maintained until the application is withdrawn. All hard copies are shredded to remove information from the files and electronic data is cleared on the database.

2. Student Records

After the students are enrolled at the school records are maintained in a locked cabinet. Student records include family information, health and medical records, evaluations and progress reports, and alumni records.

- The OA maintains evaluations and progress reports in a locked file cabinet.
- The OA maintains the enrollment applications in a locked cabinet in the office. The data includes student, parent and family information including emergency contacts, important phone numbers, emergency contact, changes in address and in marital status of the parents. Students who withdraw or graduate from our program are considered inactive. The OA keeps paper copies of the Enrollment Agreements in student academic files for quick access for daily needs. When a student leaves the school, The TEC School saves records for seven years after which paper copies are shredded and electronic data is removed from the database.
- Alumni records: All students who graduate from the Fifth Year are considered as alumni and records are maintained for seven years.
- The OA files health and medical records which are stored in a locked cabinet. The OA maintains the database and works with the school nurse consultant to keep the information relevant and current. These records are confidential and are protected by HIPAA regulations. The School nurse consultant shares information with classroom teachers after obtaining With parental consent the nurse consultant may share health information with the child's teacher and staff.

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

The OA maintain students' records as required by law as explained above. When a request is made for transcripts, the OA promptly mails the requested records to authorized personnel.

D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

The OA maintain students' records as required by law as explained above. In the event that that the school should cease to operate The TEC School will transfer the records as maintained above to the MA Department of Elementary and Secondary Education.

8) Student Services

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

All staff and faculty members at The TEC School are trained to address the needs of every student. Low student to teacher ratio ensures individual attention to each student. The School complies with all regulatory requirements to provide services to each student at the school.

Health care procedures are outlined in the Parent and Staff Handbooks. The School Nurse Consultant advises the Director and the OA in managing and overseeing health care procedures. All teachers are CPR and First Aid trained. The OA maintains an emergency bag that holds medical supplies and first aid kit. Teachers carry this bag on field trips and when they leave the school campus. The TEC School works collaboratively with the TLC Preschool and the Trinity Staff members to implement emergency protocols.

The Discipline Policy is mentioned in the Parent and Staff Handbooks. At The TEC Schools, students are an integral part of the discipline procedure. Teachers model appropriate behavior and set expectations of behavior with the students. Grace and courtesy lessons are practiced in the classroom are posted in the classroom for reference throughout the school year. Teachers address disciplinary concerns directly with the students and give them tools to articulate their thoughts. The Director is involved when an issue escalates. The director may invite the parents to address the disciplinary issue and draft a plan to address the concern. Parents, teachers and the Director work together to empower the student to take responsibility for his/ her behavior.

The counselling resources at The TEC School are limited. The Director and the OA make efforts to seek guidance from professionals in the field and connect students and their families with resources within the community.

9) Financial Support

A. The school provides evidence of financial solvency and resources to sustain the educational program.

Currently, all TEC School families pay the same rate of tuition. TEC School tuition covers the operating costs. TEC School families contribute as they are able, to the Annual Fund. The Annual Fund provides funds for enriching materials and programs within the school. This allows TEC School to offer a very competitive tuition rate to all students. TEC School does not have a program to provide financial assistance to families.

The Director and the Business manager work together to maintain financial records at The TEC School. The responsibilities of the Business Manager include reporting of all day-to-day financial details of the school and is also responsible for payroll, accounts receivable, billing, collections and accounts payable. The Business Manager also prepares the annual and monthly budget, monthly report, actual reports, and maintains documents to prepare for an audit. Other responsibilities include bank reconciliations, payroll, and investment recommendations to the Director.

See Financial Statement in Supplements Box

B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

The TEC School was incorporated as a for-profit, private school in Massachusetts on June 10, 2016. The TEC Schools, LLC is owned and operated by Rupali Sharma.

10) Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

School Hours

- The school year at The TEC School is from September 6 through June 9. We are currently accepting applications for enrollment for Fall 2016.
- The school meets the requirement of instructional hours. The TEC School has 999 hours of instructional time. This does not include drop-off, pick-up, lunch and recess periods.
- A typical school day at TEC is from 8:30 am – 3:30pm.
- Students may be dropped-off between 8:15 am-8:30 am and picked up between 3:30 pm – 3:45 pm.
- Before-School Child Care is available five days per week: 7:45 am – 8:15 am
- After School Enrichment Programs are available five days per week: 3:30 pm – 5:00 pm
- Vacation programs in February and April run from 9:00 am – 3:00 pm
- Summer Program weeks: August 15- August 19, August 22 -August 26, August 29 – September 2

11) Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

Teachers at The TEC School use the Montessori Foundation's Scope and Sequence and online tracking tool developed by Montessori Compass to track and evaluate students' skills, competencies, and knowledge. This system also has an in-built documentation system that can be printed and shared electronically with parents. Each classroom teacher has access to every student's academic plan.

At the beginning of each school year, the students receive diagnostic tests in spelling, reading and math. The Content Support teacher shares the evaluations with the classroom teacher and together they identify students who do not meet the benchmarks and may need additional support. An individualized plan is made for each student to make progress during the school year.

In the classroom, the teachers use Montessori's Three period Lesson to evaluate student learning on a daily basis. Teachers present a concept and teach students to identify the concept by engaging them in a discussion. In the second period, students practice the concept using hands-on materials and teachers make observations of the students' learning based on the students' responses to their questions. In the third period, the students are encouraged to mentor or teach their peers. This unique aspect of the Montessori approach allows the teacher to assess whether a student has mastered the concept or may need additional practice. The teacher is then able to tailor lessons according to the needs of the students.

In addition to the daily observations, teachers also administer weekly spelling and math facts quizzes. These quizzes help teachers assess student progress in language and math. For large units in science, history and geography, students research topics of their interest, create STEM based projects and demonstrate their proficiency through presentations. At the end of the year, students create a portfolio of their work. The portfolio serves as another method to assess students' knowledge and competencies. In addition to the classroom work, students participate in real life projects with our community partners. Successful completion of such projects also indicates students' academic and social skills.

Results from standardized tests like TerraNova and DIBELS Next are analyzed to track individual progress and determine classroom instruction. Specialists also evaluate students' learning on a regular basis. Every student is given an opportunity to practice speech in foreign language, singing and performing activities to evaluate their knowledge in foreign language, music, art and P.E.

Teachers maintain the results of these various methods of evaluation in the observation binder. This data is transferred to the progress reports in both narrative and tabular form. Data of the outcomes also serves as a guide in planning the curriculum and lesson plans during the school year.

The TEC School is in its infancy and has limited resources to support students with severe academic or social needs. The staff and faculty at TEC are trained to identify students who need resources that TEC cannot provide. As such, the Director at TEC is looking to establish relationship with professionals and surrounding public school systems so we may refer children for testing and professional evaluation.

Students with IEP

1. At the beginning of the year, teachers use age appropriate standards for readiness checklist to assess students' academic skills in all curricular areas. Additionally, teachers use the DIBELS program to assess reading skills. Based on these outcomes, teachers identify students who don't meet the benchmarks. Teachers also identify students who are struggling with behavior and focus. The Director is informed and made aware of student who do not meet the academic and behavior benchmarks.
2. For these students teachers, along with the Director, develop an in-house IEP to increase individualized instruction to boost skills in areas of weakness. A behavior plan is put in place for students who need guidance in developing social skills or strategies to remain focused in the classroom. Students with an IEP are given multiple opportunities and materials to gain knowledge and demonstrate mastery of concepts. They are able to repeat lessons and practice previously learned skills in the classroom. Students are assessed individually by a classroom teacher frequently throughout the year to ensure progress.
3. In the October Parent Teacher Conference, parents are invited to discuss teacher observations and outcomes of the assessments. In severe cases, parents are called in to meet with the teachers before the October conference to address the student needs. Parents and teachers collaborate together to work towards the goals of the in-house IEP. The Director is included in this meeting. Based on the students' needs, teachers may recommend tutoring and additional support outside of school. Plans are made to meet again in or before December to assess the student's progress.
4. When it is clear to the teachers that the student is not meeting benchmarks even after receiving the support provided through the IEP, teachers and Director will meet with the parents and recommend a formal assessment. The choice of assessment is up to the parents.
5. Teachers support the assessment agency and provide necessary details of the student's academic and behavioral needs. Teachers also participate in the team meeting to learn which additional strategies will be most beneficial to the student's needs.
6. If, at any point during this process, The TEC School determines that we are unable to provide for the needs of student, the Director and parents meet to discuss other alternatives. The Director and OA work with the parents to find a more suitable school for the student.

12) Supplements Section

The following materials are made available for review during the visit. The documents are included as attachments or as part of the Google Drive for the School Committee.

1. Staff and Faculty Handbook
2. Parent Handbook
3. Admission Packet
4. TEC School calendar
5. Enrollment Agreement
6. TEC School Crisis Manual
7. TEC School Health Care Policy
8. Regulatory Requirements:
 - a. FERPA and COPPA
9. Record Keeping
 - a. Faculty Records in locked file cabinet
 - b. Student Health Records in locked file cabinet
 - c. Student Academic Records in locked file cabinet
10. Health and Safety Documents
 - a. Certificate of Occupancy
 - b. Fire inspection
 - c. Safety inspection
 - d. Elevator inspection, if applicable
 - e. Compliance with lead paint poisoning prevention (for children under 6 years old)
 - f. Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
 - g. Copies of valid safety and health inspection certificates
11. Permission Forms
 - a. Field Trips
 - b. Photo permission
12. Floor Plans of the Physical Layout
13. Business Documents
 - a. Incorporation document
 - b. Financial Plan