## MONTESSORI SCHOOL OF ROME

## TODDLER & PRIMARY

**APPLICATION FOR ADMISSION**

 **2019 - 2020**

**Child’s Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Birth Date:\_\_\_\_\_\_\_\_\_**

##  Last First Middle

**Name or Nickname Used:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sex:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State:\_\_\_\_\_\_\_\_\_\_ Zip:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone: ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### Personal Information

Child’s Legal Guardian (s): (circle one) Both Parents Father Mother Other

**Parent 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_**

**Place of Employment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Occupation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_**

**Place of Employment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Occupation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**If “Other” Complete Below**

**Relationship to child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_**

**Place of Employment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Occupation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

##### Educational and Medical History

**Has your child been enrolled at any other schools, daycares, or mother’s morning out programs? If yes, please list:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Does your child have any allergies to medications, food, insect bites? If yes, please list \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home and Other Information**

*\*The following information regarding the child’s home environment will help our school provide the best possible care for your child.*

**If there are any adults at home (other than the parents) please list their names, ages, and relationship to child:**

## Sibling Name Age Sex

**Playmates Names: Ages:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Favorite Play Activities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Child’s Predominant Characteristics: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fears and Manifestations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Usual Mode of misbehavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of discipline most frequently used at home, and child’s reaction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Parent/Guardian Date

\*Application Fee of $150.00 should be submitted with Application Form



**The Montessori School of Rome**

The Montessori School of Rome was founded in 1981 by Swarna Kumar. It was established to bring to the children of Rome and the surrounding community the opportunity to learn following the Montessori Method of education, a method first pioneered by Maria Montessori in 1907. Maria Montessori was Italy's first female physician but, after her groundbreaking work in education, she became internationally known as an educator and child advocate. She based her educational method on careful observation of children and the environment under which they learned best. Her observations and philosophies, based on the principle of fitting a child's learning environment to the child's developmental stage, are as true today as they were almost 100 years ago, and years of research and practice have validated their importance.

The Montessori School of Rome serves students from 18 months through 6th grade, in a **toddler program** (18 months - 3 years), a **primary program** (3-6 years/kindergarten), a **lower elementary program** (1st -3rd grade), an **upper elementary program** (4th-6th grade), an **adolescent program** (6th-8th grade), and a **secondary program** (9th-12th grade). It is a private school emphasizing, as do all Montessori schools, peace and tolerance, and admits students without regard to race, religion, or creed.

**WHAT IS THE MONTESSORI METHOD?**

This system of education is both a philosophy of child development and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits, as well as a carefully prepared environment, which guarantees exposure to materials and experiences. Through this, the child develops intelligence as well as physical and psychological abilities. It is designed to take full advantage of the child's desire to learn and his unique ability to develop his own capabilities. The child needs adults to expose him to the possibilities of his life, but the child must determine his response to those possibilities.

**The main premises of Montessori education are:**

* Children are to be respected as different from adults and as individuals who differ from each other.
* The child possesses an unusual sensitivity and intellectual ability to absorb and learn from his environment that are unlike those of the adult both in quality and capacity
* The most important years of a child's growth are the first six years of life when unconscious learning is gradually brought to the conscious level.

The child has a deep love and need for purposeful work. He works, however, not as an adult for completion of a job, but the sake of an activity itself. It is this activity which enables him to accomplish his most important goal: the development of himself - his mental, physical, and psychological powers.

**WHAT MAKES MONTESSORI EDUCATION UNIQUE**

**The whole child approach** - The primary goal of a Montessori program is to help each child reach his full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation for future intellectual academic endeavors. The holistic curriculum, under the direction of a specifically prepared teacher, allows the child to experience the joy of learning, the time to enjoy the process, and ensures the development of self-esteem. It provides the experiences from which children create their knowledge.

**The prepared environment** - In order for self-directed learning to take place, the whole learning environment - classroom, materials, and social setting / atmosphere - must be supportive of the child. The teacher provides the necessary resources, including opportunities for children to function in a safe and positive environment. Together, the teacher and child form a relationship based on trust and respect that fosters self-confidence and a willingness to try new things.

**The Montessori materials** - Dr. Montessori's observations of the kinds of things which children enjoy, and go back to repeatedly, led her to design a number of multi-sensory, sequential, and self-correcting materials to facilitate learning.

**The teacher** - Originally called a "directress", the Montessori teacher functions as a designer of the environment, resource person, role model, demonstrator, record-keeper and meticulous observer of each child's behavior and growth. The teacher facilitates learning. Extensive training is required and is specialized for the age group with which a teacher will work, i.e., infant and toddler, pre-primary, or elementary level.

**BENEFITS OF THE MONTESSORI METHOD**

Maria Montessori saw much need for reform in the educational system of her day, just as we see the same need for reform in our educational system today. Her goal was to develop the whole personality of the child, and her system is based on a strong belief in the spontaneous working of the human intellect. Her three primary principles are observation, individual liberty, and preparation of the environment. These principles and their various practical expressions with children are gradually becoming part of our educational system. Modern kindergarten classrooms use the child sized furniture and didactic materials first introduced by Montessori. Such current concepts as individualized learning and readiness programs, manipulative learning, ungraded classes, combined age groups, team teaching, and open classrooms reflect many of her early insights.

Parents of young children want to feel safe and secure in leaving their children in an environment that provides for all of their academic, social and emotional needs. A Montessori environment does meet all of the above needs, but it also teaches children an "I can do it" attitude that will ensure their future success in all aspects of their life. Below are some characteristics and benefits of the Montessori method:

* Three year age span of children within the classroom - Older children teaching younger children, sense of community, builds self-esteem.
* Self-correcting materials within the environment - Children learn through their own errors to make the correct decision versus having the teacher point it out to them.
* Individual learning takes place within the environment - Montessori recognizes that each child learns at a different pace and allows that growth to take place.
* Children are quiet by choice and out of respect for others within the environment - The Montessori classroom allows children to return to the "inner peace" that is a natural part of their personalities.
* There is an emphasis on concrete learning rather than on abstract learning - Children need to experience concepts in concrete "hands on" ways.
* It is a child centered environment - All the materials are easily within the child's reach, placed on shelves at their levels. The tables and chairs are small enough for the children to sit comfortably while the pictures and decorations are placed at the children's eye level.
* The children work for the joy of working and the sense of discovery - Children are natural leaders or "sponges" and delight in learning new tasks. Their interests lie in the work itself rather than in the end product.
* The environment provides a natural sense of discipline - The "ground rules" or expectations of the child are clearly stated and are enforced by the children and the teachers.
* The environment is "prepared" for the children - Everything in the room has a specific place on the shelf. Children are orderly by nature and having the room set this way allows them to grow in a very positive way.
* The teacher plays a very unobtrusive role in the classroom - The children are not motivated by the teacher, but by the need for self-development.

The items found on the shelves in the classroom are "materials" rather than "toys." The children "work with the materials" rather than "play with the toys." This allows the children to gain the most benefit from the environment by giving them a sense of worth - the same sense of worth adults experience as they go to their jobs and do their "work".

**THE COMMUNITY OF CHILDREN**

An essential part of the learning environment is the other children in it. The Montessori classroom provides ample opportunities for making friends, interacting with others, developing consideration for others, learning how to cooperate and fostering a sense of interdependence.

In the prepared environment, cooperation and a sense of community are stressed. Individual differences are easily accepted and appreciated while each child is treated and taught as an individual. Children of different ages are together in the same group. This provides abundant opportunities for learning and helps to create a sense of family while everyone contributes and takes responsibility for the functioning and maintenance of the environment.

Because of the multi-aged group, the classroom has a heritage. The older children provide leadership and guidance, and act as models for the younger children. The older children also benefit by helping younger children, which reinforces previous skills and knowledge, and provides the satisfaction of helping others. The mix of ages also provides opportunities for a variety of safe, lasting and meaningful friendships.

The social life of the children is a vital aspect of the Montessori classroom and curriculum. Assisting the social skills, development, and abilities of children is vital to the implementation of an effective Montessori program. It is important that the complexities of relationships are supported and enhanced by adults sensitive to the needs and social development of children.

**TODDLER CLASSROOM**

**(18 Months to 3 years)**

Montessori said: "The most important period of life is not the age of university studies but the first one, the period from birth to the age of six…at no other age has the child greater need of intelligent help." Our toddler program reflects the importance accorded to this time in a child's life, and the respect and dignity with which he should be treated. The activities and schedule are designed to help the toddler:

* Develop his ability to concentrate and to be patient
* Develop his ability to be independent
* Develop his skills of self-discipline and self-control
* Develop his emerging social skills

All of these skills and abilities are approached developmentally. The same sets of behaviors are not expected from an 18-month-old in the same way they are from a 3-year-old, because the 18-month-old is probably not developmentally ready. However, the multi-age classroom allows the younger children to observe these behaviors, which leads to mimicking, and eventually learning, while it simultaneously offers the older children the opportunity to be role-models for the younger, an excellent means to reinforce appropriate behaviors.

In the toddler classroom, the children are taught how to do work on their own. This is in contrast to the emphasis of many preschools where too much is done for the child. Children begin, even at this age, to learn how to solve problems on their own - to learn how to learn. As they are able, they are responsible for the care of their environment. The skills they learn in this area, called Practical Life exercises, accomplish more than just the obvious, however. For example, when a toddler learns to clean a table, he is also developing a sense of order, and working on his ability to concentrate and to follow a complex series of steps.

Finally, the atmosphere is always one of kindness and respect. The children learn to respect the work and space of others. The teachers recognize that the innate dignity of the toddler and treat him accordingly.

**PRIMARY CLASSROOM**

**(3 to 6 years)**

The Montessori classroom is a "living room" for children. Children choose their activities from open shelves with self-correcting materials and work in distinct work areas - on tables or on rugs on the floor. Over a period of time, the children develop into a "normalized community" working with high concentration and few interruptions. The classroom includes the following components:

* The **practical life** exercises enhance the development of task organization and cognitive order through care of self, care of the environment, exercises of grace and courtesy, and refinement of physical movement and coordination.
* The **sensorial** materials enable the child to order, classify, and describe sensory impressions in relation, length, width, temperature, mass, color, etc.
* The **math** materials, through concrete manipulative materials, allows the child to internalize the concepts of number, symbol, sequence, and operations
* The **language** work includes oral language development, written expression, reading, and the study of grammar, creative dramatics, and children's literature. Basic skills in writing and reading are developed through the use of sandpaper letters (loose alphabet letters) and other materials, which allow children to effortlessly link sounds and symbols and to express their thoughts in writing.
* The child is also presented with geography, history, life sciences, music, art, and movement education, through the **cultural** materials

Virtually every environment will also have an elliptical line on the floor. This is generally used for "walking on the line" activities that help children develop gracefulness and for the "silence game" where children can practice sitting without making a sound. The line is also frequently used for a large group meeting area. It is here, or in some other designated area, where the class meets as a whole. Often a class will have one or two large group meetings each day. One will usually serve as an opening meeting and precede a more individualized work period, and another will serve as a closing or transitional group time preceding the next activity (i.e., time outdoors, lunch, dismissal, etc.) The group meetings may be used for large group presentations of materials, movement, and music activities, group celebrations, snacks, games and discussions.

Adapted from the website www.MontessoriConnections.com. Used with permission.



**Differences between Montessori and Mainstream Education**

|  |  |
| --- | --- |
| **Montessori Education** | **Mainstream Education** |
| Based on helping the natural development of the human being | Based on the transfer of a national curriculum |
| Children learn at their own pace and follow their own individual interest | Children learn from a set curriculum according to a time frame that is the same for everyone |
| Children teach themselves using materials specially prepared for the purpose | Children are taught by the teacher |
| Understanding comes through the child's own experiences via the materials and the promotion of children's ability to find things out for themselves. | Learning is based on subjects and is limited to what is given |
| Learning is based on the fact that physical exploration and cognition are linked. | Children sit at desks and learn from a whiteboard and worksheets |
| The teacher works in collaboration with the children | The class is teacher led |
| The child's individual development brings its own reward and therefore motivation | Motivation is achieved by a system of reward and punishment |
| Uninterrupted work cycles | Block time, period lessons |
| Multi-age classrooms | Single-graded classrooms |
| Working and learning matched to the social development of the child | Working and learning without emphasis on social development |



**Tuition Schedule 2018-2019\***

\*Subject to Change

Tuition may be paid in full by JUNE 1, 2019 per **PLAN A** as outlined bellow. **Plan B** distributes the Tuition fees over 11 payments, due the first of every month, excluding July, from June 1st through May 1st.

* Tuition Agreement with the non-refundable deposit is due by **MARCH 11, 2019**.
* Discount per **PLAN A** is applicable only if all tuition is received by **JUNE 1, 2019**.
* Failure to pay the first tuition installment on or before **JUNE 1, 2019** may result in forfeiture of the student’s attendance slot.
* A late fee of $50 will be assessed for EACH payment not received by due date.
* A non-refundable application fee of $150 will be assessed for each student entering into the Elementary 1 program. This payment is due by **JULY 1, 2019** and covers all the ITBS and record keeping charges.
* A $500 Primary Commitment Deposit is assessed for each student entering into the Primary Program and due by **JULY 1, 2019**. This deposit is refunded during the second semester of the third year (please review Primary Commitment Deposit.

| **Plan A** |
| --- |
|  | Overall Tuition Cost | First DepositDue March 9th | Plan A Discount | End BalanceDue June 1st |
| Toddler | $7,373 | $300 | $200 | $6,873 |
| Primary | $7,373 | $300 | $200 | $6,873 |
| Elementary 1 | $8,462 | $300 | $200 | $7,962 |
| Elementary 2 | $9,409 | $400 | $200 | $8,809 |

| **Plan B** |
| --- |
|  | Overall Tuition Cost | First DepositDue March 9th | Tuition PaymentsDue the 1st of the Month (June-May) |
| Toddler | $7,373 | $300 | $643 |
| Primary | $7,373 | $300 | $643 |
| Elementary 1 | $8,462 | $300 | $742 |
| Elementary 2 | $9,409 | $400 | $819 |



**Pick Up & Late Stay**

**Drop off & pick up times:**

* Toddler Full Day: 8:30AM – 2:15PM
* Primary Full Day: 8:30AM – 2:30PM
* Elementary: 8:00AM – 3:15PM

**Late Stay:**

* Age 3 years and under:
	+ 2:30 – 4:15 $120/month
	+ 2:30 – 5:30 $150/month
* Age 4 years and over:
	+ 2:30 – 4:15 $100/month
	+ 2:30 – 5:30 $130/month

Parents picking up students at the end of school day (students not enrolled in the late stay program) are given an additional 15 minutes to pick up students at carpool. Students not picked up after the 15 minutes are sent to Late Stay and charged the “drop-in” Late Stay rate ($20 per occurrence). Parents picking up students after 5:30PM will be assessed an additional fee of $1/minutes payable at time of pick-up.



**School Overview:**

**150 Students**

**17 Teachers**

**9:1 Student/Teacher Ratio**

**Average Class Size: 15 Students**

**AP Courses offered on rotations (Ex. World History, Biology, Human Geography, Psychology)**

**Dual Enrollment with several colleges in Adolescent Program**

**Average percentile on the SSAT: 97%**

**2 Sports: Soccer, Tennis**

**6 Extracurriculars:**

**Clubs: Chess Club, Cyber Club**

**Art and Music: Art Club, Creative Movement, Piano Lessons, Violin Lessons**