

STUDENT REGISTRATION FORM 2012/2013

child's full name birthdate number of siblings desired date of enrollment

home address city zip code

school currently attending dates of enrollment

school previously attended (if applicable) dates of enrollment

mother's full name birthdate occupation

mother's daytime phone mother's cel phone mother's email address

father's full name birthdate occupation

father's daytime phone father's cel phone father's email address

[Large green text box for medical history]

Medical History: Please list any chronic conditions and medications, as well as any illnesses or hospitalizations your child has experienced.

Has your child ever had psychological testing? If so, please list any conditions diagnosed. date of testing

What do you consider to be your child's predominant characteristics? Please list any phobias or strong aversions.

What is your child's usual mode of misbehavior? What forms of correction do you use?

The Montessori Fountainhead School reserves the right to terminate the enrollment of any child if, in the school's sole judgment and discretion, it would be in the best interests of the child and/or the school to do so.

signature of parent or guardian date

EMERGENCY INFORMATION 2012/2013

[redacted]	[redacted]		
child's full name	birthdate		
[redacted]	[redacted]	[redacted]	[redacted]
father's name		daytime phone	cel phone
[redacted]	[redacted]	[redacted]	[redacted]
mother's name		daytime phone	cel phone
[redacted]	[redacted]	[redacted]	[redacted]
person to be contacted if parents can not be reached		daytime phone	cel phone
[redacted]	[redacted]	[redacted]	[redacted]
family physician		office phone	other phone

[redacted]

Please list any food or medicine allergies.

FIELD TRIP PERMISSION

I hereby give my permission for [redacted] to go on field trips and to ride, wearing a seat belt, in a car driven by a parent or teacher.

[redacted]	[redacted]
signature of parent or guardian	date

MEDIA PERMISSION

I hereby give my permission for [redacted] to be photographed, and for the images to be used by the school for promotional purposes.

[redacted]	[redacted]
signature of parent or guardian	date

TUITION & FEES 2012/2013

REGISTRATION FEE

This is an annual, non-refundable fee, per child, payable at the time of acceptance into school.

\$200

ONE MONTH ADVANCE TUITION PAYMENT

A non-refundable tuition payment for one month of the school year is to be paid in advance. This payment will be credited to your account, and you will not need to make a tuition payment for May, 2012, the last month of the school year.

\$625

ACTIVITY & PROGRAM FEE

This is an annual, non-refundable fee to partially defray the cost of enrichment programs (art, Spanish, music, etc.), as well as education supplies and materials. Due by July 1, 2012.

\$325

PROGRAM TUITION

Tuition payments may be made annually, semi-annually, or monthly. There is a discount if the tuition fee for the entire school year is made in a single payment by August 1, 2012.

**\$625 monthly or
\$6,000 yearly**

Monthly payments are due by the first school day of each month, August '12 – May '13.

The first day of the 2012-2013 school year will be August 6, 2012.

OTHER CHARGES

Late payment of monthly tuition (after the 10th of the month).

\$35

Each returned check.

\$25

No refunds will be made for days missed due to illness, vacation, or other reasons.

LORI FOX'S ANSWERS TO FREQUENTLY ASKED QUESTIONS

WHAT MAKES YOUR PROGRAM SPECIAL?

I have never worked in "traditional" education. For me, it was Montessori from the start. This allows my students to benefit from a truly Montessori environment, without being forced to deal with incompatible elements from other educational systems. I don't believe in spelling tests, I feel that dittos or worksheets should be kept to a minimum, and I only give homework if a student asks for it.

Within the framework of a purely Montessori classroom, I feel that there is much opportunity for beneficial innovation. For example, children at this age are fascinated by other cultures and ancient civilizations. I want to tap into that, using kinesthetic activities such as cooking, dress-up and games.

I also want to incorporate more gardening and ecology (i.e. recycling, stewardship, ecosystems) into the curriculum. I see Montessori as being a holistic education, and I believe that the time to teach children that they are part of a bigger picture is now. I plan to have a shelf dedicated strictly to horticulture, and I will give my students the opportunity to form a gardening club. I also want to start organic composting with worms.

Another innovative component of the curriculum will include projects for the community. I feel that it is important to teach children empathy, and that an effective way to accomplish this is through community outreach. In Montessori, there is a concept called Cosmic Education. It's the idea that children realize that they are part of something bigger, and that everything is connected. I want my students to see themselves as part of a whole, while they cultivate their own small corner of the world.

HOW WILL MY CHILD BENEFIT FROM YOUR PROGRAM?

When students graduate from a primary Montessori program, they are ready to work with more challenging materials, which my classroom provides, and they are also ready to begin learning the self-discipline, organizational and time-management skills that they will use for the rest of their lives.

The key to this process is the daily work plan, which I develop on an individualized basis for each student. Each child receives a daily to-do list that tells them what they are expected of them for the day. They can choose the works and the order in which they are completed, but ultimately they are responsible for accomplishing everything on the list.

WHAT IS THE SCHEDULE OF A TYPICAL DAY IN THE CLASSROOM?

- 8:45 Students arrive and get organized for the day.
- 9:00 First work cycle begins. This is when most of the academic lessons take place.
- 11:40 First work cycle ends. Circle time lasts 10 -20 minutes.
- 12:00 Lunch and recess begin.
- 12:45 Second work cycle begins. This is when most of the cultural lessons take place.
- 2:40 Jobs, acknowledgements, show & tell (Fridays).
- 3:00 Dismissal.

The weekly schedule also includes enrichment activities with music, Russian and the library. Art, P.E., and in-class cooking time are also scheduled periodically.

WILL THERE BE A COMPUTER IN THE CLASSROOM?

I may occasionally bring a computer into the classroom. I feel that the computer is a good tool, and the older (9-12) students may use it for research, but I prefer that my younger students learn the traditional forms of research before using the Internet.

WHAT IF I HAVE OTHER QUESTIONS?

I am always available to discuss any questions or concerns you may have. Please don't hesitate to call me (813-4957), or email me (lori@montfs.com).

WHAT ARE THE DIFFERENCES BETWEEN MONTESSORI AND TRADITIONAL EDUCATION?

Montessori emphasizes learning through all five senses, not through only listening, watching, or reading. Children in Montessori classes learn at their own pace, according to their own choice of activities from hundreds of possibilities. Learning is an exciting process of discovery, leading to concentration, motivation, self-discipline, and a love of learning. Montessori classes place children in three-year age groups (e.g. 3-6, 6-9, 9-12), forming communities in which the older children spontaneously share their knowledge with the younger ones. By implementing a philosophy that is fundamentally removed from that of traditional schooling, Montessori represents an *entirely different approach* to education.

MONTESSORI

- Prepared kinesthetic materials with incorporated control of error, specially developed reference materials
- Working and learning matched to the social development of the child
- Unified, internationally developed curriculum
- Integrated subjects & learning based on developmental psychology
- Uninterrupted work cycles
- Multi-age classrooms
- Students active, talking with periods of spontaneous quiet, freedom to move
- School meets need of student
- Special help comes to students
- Process-focused assessment, skills checklists, mastery benchmarks

TRADITIONAL

- Textbooks, pencils & paper, worksheets, dittos
- Working & learning without emphasis on social development
- Narrow, unit-driven curriculum
- Individual subjects
- Blocktime, period lessons
- Single-grade classrooms
- Students passive, quiet, in desks
- Students fit the mold of school
- Students leave for special help
- Product-focused report cards

MONTESSORI ELEMENTARY PHILOSOPHY

"The successive levels of education must conform to the successive personalities of the child."

-Maria Montessori

The Montessori Elementary program offers a continuum built on the preschool experience. The environment reflects a new stage of development and offers the following:

- **Integration** of the arts, sciences, geography, history, and language that evokes the native imagination and abstraction of the elementary child.
- Presentation of the formal **scientific language** of zoology, botany, anthropology, geography, geology, et al., exposing the child to accurate, organized information, and respecting the child's intelligence and interests.
- The use of timelines, pictures, charts, and other **visual aids** to provide a linguistic and visual overview of the first principles of each discipline.
- Presentation of knowledge as part of a large-scale **narrative** that includes the origins of the earth, life, human communities and modern history, always in the context of the wholeness of life.
- A mathematics curriculum presented with **concrete materials** that simultaneously reveal arithmetic, geometric, and algebraic correlations.
- Emphasis on **open-ended research** and in-depth study, using primary and secondary sources (no textbooks or worksheets), as well as other materials.
- **Montessori-trained adults** who are "enlightened generalists" (teachers who are able to integrate the teaching of all subjects, not as isolated disciplines, but as part of a whole intellectual tradition).
- **"Going out"** to make use of community resources beyond the four walls of the classroom.

As in the preschool, the Montessori materials are a means to an end. They are intended to evoke the imagination, to aid abstraction, to generate a worldview about the human task and purpose. The child works within a philosophical system that encourages exploration of the origins of the universe, the nature of life, human civilization, and any other subject which interests him or her. On a factual basis, interdisciplinary studies combine geological, biological, and anthropological science in the study of natural history and world ecology.

The program is made up of interconnected narratives that together provide the child with an inspiring overview of the universal "Great Lessons." Great Lessons span the history of the universe from the Big Bang theory of the origin of the solar system, earth, and life forms, to the emergence of human cultures and the rise of civilization. Aided by scrupulously accurate charts and timelines, the child's study of detail in reference to the Great Lessons develops in him or her an awe and respect for the totality of knowledge.

Studies are integrated not only in terms of subject matter, but in terms of moral learning as well, resulting in appreciation and respect for life, moral empathy, and a fundamental belief in progress, the contribution of the individual, the universality of the human condition, and the importance of justice.