

Welcome to Waterfront Montessori

To Our Future WFM Parents --

As parents, choosing a school for our child is one of the most difficult choices we have to make. We have so little information with which to make it, and the more we learn, the more confusing it becomes. Which philosophy of education? Which curriculum? What will the world be like when my child grows up? What skills will my child need? Will this path help my child get ahead? Which way is best?

When I tell people what motivated me to start and now run the school, I tell them that I am first and foremost a parent. Like you. I am not a Montessorian, nor an educator, nor an entrepreneur. Like each of you, I simply want what is best for my child. The two bored and unhappy days my son spent in a traditional academic preschool after a year in a Montessori classroom made it crystal clear to me that Montessori education was special, and that, if I wanted a Montessori education for my child, I was going to have to do it myself. After that, the addition of the elementary school was inevitable: With the extraordinary outcomes we saw in our children by Kindergarten, why would we choose anything else?

Many years of research later, I remain committed to Montessori. The more I read, the more I learn about current thinking in education, current thinking in what our world will be, and current thinking in 21st century skills, the more admiration I have for Maria Montessori and her method. More than 100 years later, through neurology, neuroplasticity, pediatrics and other scientific study, we are coming to many of the same conclusions about child development, childhood intelligence, learning and ways to foster growth that Montessori came to through observation. She gave us an educational system that nurtures independence, critical thinking, integrative acquisition and creative disposition of information. It trains thinkers, it trains leaders and above all, it gives us children whose joy in learning makes us yearn to be able to start school all over again. Implementing the International Baccalaureate Middle Years Program beginning in Sixth Grade does not change what we do: It simply gives us a formal framework in which to do what we expect will be our best Montessori-based work to date.

Whether or not the Montessori education my son has been getting is the “right” education, truly, I do not know. I only know that, so far, the results are far beyond what even I expected and I become more certain of my choice each day. I never cease to be astonished by what my son has learned and to marvel at what I see he might become. Regrettably, I cannot claim the credit as a parent: I’ve been too busy for most of his childhood building a vehicle for his education. So, I must attribute it to his school, where every one of his classmates is just as extraordinary.

Thank you for your interest in Waterfront Montessori. We are delighted to share what we have learned with you. You are the most important resource in your child’s ongoing learning adventure. Please let us know if we can help!

Sincerely,



Karen Westman
Mother of Hank, WFM Middle School Student
Founder and Head of Waterfront Montessori

Our Philosophy

Waterfront Montessori is a parent-founded, parent-run school. Our philosophy and curriculum reflect the beliefs we have developed as a result of observing and nurturing our own children:

- We believe that each child is a unique and extraordinary individual with his or her own set of gifts, interests and needs.
- We believe that if we encourage the natural curiosity of the child, the child will develop confidence in his or her ability to master any subject or skill.
- We believe that if we respect and nurture what is already within each child, the child will have the opportunity to become everything he or she can be.

Our primary goal is to foster a love of learning that a child will carry throughout his or her life. By creating our vision of the best possible school for our own children, we believe that we can provide an extraordinary learning environment for yours.

We chose to be a Montessori school because the Montessori philosophy was most closely aligned to what we wanted for our own children. Maria Montessori believed that within each child lie the seeds of who the child will become as an adult. It is the maximization of that potential that represents the core of Montessori philosophy. Respect for the whole child, the child's curiosity and eagerness to learn, and the child's capacity to develop self-reliance and independent critical thinking skills in the cooperative social context each child needs to effectively learn, are the Montessori hallmarks.

The Montessori environment is designed to foster the cognitive, sensory, motor and social development reflected in each stage of child development. It is prepared with materials that invite children to engage in learning activities of their own individual choice. Under the gentle guidance of a trained teacher, children in a Montessori classroom learn by making discoveries with the materials, cultivating concentration, motivation, and self-discipline. The multi-age classrooms provide a social context for experiencing school life within a continuum. Children learn from each other and, often, because of each other. Younger children get a view of what lies ahead and older students strengthen their skills by helping and mentoring their younger classmates.

Montessori children learn to take responsibility for themselves. They learn to get along with children of different ages and abilities, to respect each other's work and workspace, and to treat everyone with courtesy. They play an active part in maintaining the classroom's physical order. Responsibility and respect for the materials in use become a part of the daily routine. Children progress at a their own pace, one that suits their internal rhythms and readiness for the next level. The child is given the time and latitude to embark on a self-fulfilling cycle of achievement, developing self-confidence and self-worth through the process. Learning becomes a joyful experience, and the distinctions between work and play become blurred.

We value these qualities for our children. It is our gift to them, our contribution to a strong foundation for personal growth and the sense of community that they can carry through to their adult lives.

Our Mission

Our mission is to provide the highest quality of well-rounded education, socially, emotionally, intellectually and artistically, for children from all over the globe and from all walks of life, so that they may achieve their fullest potential as critical thinkers, learners, explorers, inventors, artists, leaders, and, ultimately, citizens of the world.

Our Diversity

We consider ourselves fortunate to be located in a neighborhood with extraordinary diversity of ethnicity, culture and national origin, and our school reflects that diversity. Our goal is to embrace and to encourage it, and to celebrate it in the many ways that are open to us.

Montessori education is universal education. It teaches us all that we are members of the human family, a vast community inhabiting the common space of our planet in a larger universe. It teaches us to come together as a community, a part of the larger social fabric, with each one of us having a stake in and a responsibility for ourselves, our community, our society and our world.

Our History

Waterfront Montessori was founded in 2003 when a group of Jersey City mothers who were frustrated by both the limited educational options and the lack of enrichment activities decided to take matters into their own hands.

We set out to create what we did want in a school: A place where our children could get an exceptional education; a place where the activities we wanted for them – art, music, theater, foreign languages, movement – were either part of the curriculum or otherwise offered; a place with talented and highly qualified teachers who would guide our children; and, a place in which we were confident our children would be as well off, if not better off, than in our care.

We set out to create what is now Waterfront Montessori -- a parent-run school with strong community ties and a drive to achieve the highest educational standards for each and every child, including our own.

Waterfront Montessori is a full member school of the American Montessori Society and the International Montessori Council.

Waterfront Montessori is also a member of the New Jersey Montessori Administrators Council (NJMAC), the advocacy organization for all New Jersey Montessori schools regardless of other affiliations. Waterfront Montessori's Head of School, Karen Westman, currently serves as the Corporation Secretary.

The Montessori Curriculum

The Montessori curriculum is unique. It is both directed and child-centric. It couples structure with free choice. It seeks to provide for each child precisely the environment and tools a child most needs at each stage of a child's development. It produces children who are centered, self-confident, well-balanced and focused on whatever their interest takes them to.

From the day they are born, children are actively engaged in absorbing everything they can from everything around them. Montessori education simply and unobtrusively takes advantage of and extends this innate drive to learn into the child's school years. Every part of every program -- whether it is the construction of the classroom, the materials presented, the form in which they are presented, or the choices children are given -- is a product of Montessori's observation of children and a desire to produce a learning context consistent with their needs.

Structure in Montessori education arises from the structure of the Montessori classroom, which is a prepared environment unlike any other educational environment. It is first and foremost the child's environment: There is a deliberate absence of any overt adult presence in the classroom, be it furniture, desks, storage or creature comforts. Adults are guests: They bend down to speak to the children at the children's own level; they sit in child-sized chairs or on the floor; they use mats on which to work; they use the same materials and implements the children use.

Each detail in each classroom is, with careful and rigorous thought, deliberately chosen for the age and developmental level to which it is addressed. Toddler furniture, for instance, is lower to the ground than Preschool furniture, which in turn is smaller than furniture in the Elementary classrooms. Toddler materials are focused on sensory development and gross motor skills. Preschool materials focus on refining fine motor skills and laying the foundation for the academic disciplines. Elementary materials are increasingly academic in nature, consistent with the child's emerging ability to handle abstract concepts.

Teachers in Montessori classrooms are guides and facilitators, not instructors. Montessori teachers wander among a classroom of children who, although unaware of it, are actively engaged in self-directed learning. Lessons are taught individually or in small groups. Children are allowed to follow their interests and proceed at their own pace; it is the teacher's job to notice when the child is ready for more and to introduce the next steps to the child at that time. Children are able to take ownership for their learning and skill development, to become excited with every further piece of knowledge and know-how.

In a Montessori classroom, children choose their work. Even as children choose, however, there are built-in limits to their choice: We provide them with an environment in which every choice is a wise choice; they cannot choose to do nothing; and, sometimes their choice must be limited to choosing to put on their right shoe first, or their left, or choosing one math work over another.

The Montessori preschool curriculum introduces the child to writing, reading, arithmetic, science, geography and other academic skills. It helps the child develop auditory, visual and other sensory discrimination. It assists the child to develop practical life skills, encouraging the child to become independent.

The Montessori elementary school curriculum offers the child the opportunity to explore the larger world. It builds on the child's academic foundation and nurtures the child's nascent abilities in abstract and critical thinking. It continues to encourage each child's unique development while fostering the ability to work and learn as a group.

Our Montessori academic curriculum is enriched with fine art, musical training, movement and physical education, and foreign languages. These too are not random: They are introduced in their historic and cultural contexts and follow the same path from the concrete to the abstract as the other academic disciplines. We believe that the earlier these activities are introduced, the more likely the child is to carry the skills and appreciation of them into his or her adult years.

Our Programs

The Toddler Program

The Toddler Program, for children ages 2 to 3, is designed to assist the child in taking important first steps away from home into a nurturing, supportive and stimulating school environment. Children develop independence and respect for others, as well as acquire sensory, motor, practical life, language, pre-reading and pre-math skills. Within the Toddler Room, the toddler-sized furniture, as well as the specially designed Montessori materials for this age group, provide an environment young children can explore with a sense of mastery. Activities are designed to promote self-care, develop gross and fine motor skills, foster increasing concentration and ability to absorb and follow multi-step directions and to develop social skills.

The Primary Program

The Primary Program, which encompasses Pre-K3 and Pre-K4, is a traditional Montessori program in which language and language skills, writing and reading, mathematics, science, geography and culture are the subject areas. The child is encouraged to become increasingly independent and to become an active participant in the learning process. The Montessori materials within the prepared environment allow each student to progress at his or her own pace. Lessons are given individually or in small groups in an atmosphere of cooperation and non-competitiveness. Older children provide models for younger children and, through the work they do, provide younger children with examples of accomplishment to which to aspire.

It is in the Primary classroom that children become the centered, motivated, focused learners that they will be for the rest of their lives. Maria Montessori called this process "normalization": She believed that the natural (or "normal") state of the child is that of an eager learner. Through observation and experimentation, she developed an early childhood program and curriculum that maintains and encourages this state. Modern educational research supports Montessori's work: A learning environment that provides order, encourages exploration, permits movement, encourages choice, allows for pursuit of interests, provides manipulatives for learning, avoids extrinsic rewards and is socially interactive generally provides superior educational outcomes.

The Kindergarten Program

The Kindergarten Program, for children ages 5 to 6, is both an extension of the Primary Program and a transition to the Elementary Program. In keeping with the traditional Montessori model, children in the Kindergarten Program and the Primary Program share classroom space, a model that offers the Kindergarten children a chance to reinforce their mastery of subject areas by assisting the younger children. For half of each day, however, Kindergarteners pursue more advanced activities, both as a whole group and within their classroom groupings. The child refines his or her writing skills, progresses from addition and subtraction to multiplication and division, and moves from simple reading to more complex material, all at the child's own pace and in keeping with the child's interests. Storytelling, art, music, drama, foreign language and movement have been integrated into the curriculum to provide for a richer learning experience where creativity and self-expression are encouraged and valued along with academic success, and having fun can be equated with school and learning.

The Elementary Program (*Grades 1 – 5*)

The Elementary Program continues the processes of the Primary and Kindergarten Programs, building upon them to adapt to the changing developmental needs of the child. The elementary-aged child is evolving from thinking concretely to more abstract thought. It is an age of wonder, where questions of why and how things in the world work come into focus. It is a time when the task of the teacher is to guide each student in his or her own search for these answers. The basic skills acquired in the early years are polished, but now in the context of the greater world.

Elementary students are introduced to the world at large through a curriculum of the sciences, computers and technology, mathematics, literacy and literature, social sciences, history, world geography and civics. All subject matter is presented in an integrated manner, emphasizing the inter-relatedness of all learning. Art, music, poetry, theatre, movement, foreign language and physical activity lend vitality to the curriculum and excitement to the elementary students' day.

The Elementary Program is as much about leading students to the many avenues that will provide them with the tools to find answers to their own questions as it is about leading them to the answers themselves. Student inquiries lead the way from library, internet, scientific and/or social research to written and oral exposition. Along the way, students refine their reading skills, expand their studies of vocabulary, grammar and sentence analysis, work on data analysis, exercise critical thinking and delve into creative and expository writing in a context that is meaningful to the student rather than an end unto itself.

The Elementary classrooms continue the multi-aged setting that provides children with opportunities for broad social development. Friendships developed in this setting have depth. Children make an effort to get along, as they know they will be together for several years. The presence of a wide range of ages and abilities builds in each child a tolerance for people's differences and appreciation for their commonalities. The multi-age setting enhances learning as younger students learn from the older ones, and older students reinforce their learning by providing leadership and assistance to their younger classmates.

The Elementary program continues the Montessori tradition of cooperative learning while allowing each child to progress at his or her own pace. In addition to providing a balanced curriculum, we nurture the ability in each child to solve problems and think critically in his or her quest for knowledge of the world at large.

The Middle School Program (Grades 6 - 8)

The Middle School Program blends our dynamic Montessori curriculum into the International Baccalaureate Middle Years Program (IB MYP).

Life in the 21st century places many changing demands on students making the transition through adolescence. At this age, our students are at a crucial period of personal, social, physical and intellectual development, at a time of uncertainty and of questioning. The combination of the Montessori philosophy with the IB Middle Years Program is designed to help them find a sense of belonging in the ever changing and increasingly interrelated world around them and to nurture their curiosity and eagerness to learn.

In a world where access to information via the internet is ubiquitous – the *New York Times* reported on May 24, 2010 that India now has more cell phones than toilets -- it is not enough for our students to absorb the kind of information that can be readily regurgitated on a standardized test. It is imperative that they be able to think: to figure out what the issues or problems are; to find order in the chaos of excessive information; to formulate potential solutions; to make evidence-based decisions; and, most importantly, to implement them with confidence and competence. The IB Middle Years Program provides a structure of academic challenge that encourages our Middle School students to embrace and understand the connections between traditional subjects and the real world.

The MYP curriculum consists of eight related subject groups and five areas of interaction and focuses on learning across subjects and disciplines. Students are required to study two languages, sciences, mathematics, humanities, arts, physical education and technology. They also work through Eighth Grade to create and carry out a project of their own. Under the guidance of our faculty, this independent project is an apt culmination of their time at Waterfront Montessori.

Combining the complementary Montessori and IB teaching methodologies takes advantage of what we work so hard to create throughout our school – *a lifelong love of learning*. The IB MYP encourages this by challenging our students to solve problems, show creativity and resourcefulness and participate actively in the community with self-motivation, compassion and leadership.

The International Baccalaureate Middle Years Program at Waterfront Montessori:

Waterfront Montessori has applied as a candidate school* for the International Baccalaureate (IB) Middle Years Program. Our mission is to provide the highest caliber of well-rounded global education for children from all over the world and from all walks of life. Our goal is to nurture independence, creativity, critical thinking and leadership, and to foster the development of a love of learning the children will carry with them throughout their lives.

As part of this mission to educate students for the 21st Century, Waterfront Montessori has become a candidate school for the International Baccalaureate (IB) Middle Years Program and is pursuing authorization as an IB World School. These are schools that share a common philosophy – a commitment to high quality, challenging, international education that Waterfront Montessori believes is important for today's students.

* Only schools authorized by the IB organization can offer any of its three academic programs: the Primary Years Program (PYP), the Middle Years Program (MYP), or the Diploma Program. Candidate status gives no guarantee that authorization will be granted.

Other Programs

Early and Extended Hours

Early Hours, beginning at 7:30 a.m., are available to all children registered in programs that include morning classes at the school. Extended Hours, until 6:00 p.m., are available to children in all programs on a pre-registered or as needed (space permitting) basis, provided they are already in school during the afternoon. In the afternoon, children will participate in the activities of the appropriate afternoon Program classes. During Extended Hours, children will be offered a variety of activities ranging from traditional Montessori activities to participating in an age-appropriate After School Program class.

Extended Day Registration

Children who are registered at the school for the entire day to 6 p.m. have limited opportunities to participate in extracurricular activities that will allow them to fully explore their own interests and gifts. We therefore enroll children already registered in the Extended Day academic program in many of the activities offered in the After School program without additional charge to the parents. Individual music lessons, and group music and theory, must be registered for and paid for separately. Certain activities -- ballet and karate, for instance, because they are so quick to fill with both our own and outside students -- require of Extended Day students only a commitment to participation and appropriate garb.

The After School Program

We believe that a child's education should include activities that teach skills and develop aspects of the child's abilities that the child may not have the opportunity to fully exercise in the classroom. We believe that the earlier the child is exposed to these activities, the more likely the child is to embrace them later in life. The After School Program is designed to provide children between the ages of three and twelve with an outlet for his or her artistic and/or physical gifts.

Among our After School offerings are:

- Individual Piano Lessons
- Individual Violin Lessons
- Group Music Theory and Performance classes
- Jazz Piano
- Ballet and other Dance
- Yoga
- Chess
- Poetry
- Karate and Karate Forms (Kata)
- Robotics

The After School Program is open to all children between the ages of three and fourteen regardless of whether they attend the school or not.

Our School

Our Original Campus

150 Warren Street

The original campus of Waterfront Montessori is located on a quiet cul-de-sac in the historic downtown Paulus Hook neighborhood of Jersey City. The school is on the street level of a waterfront residential high-rise and now spans most of its block on Warren Street between Dudley Street and the water of Liberty Harbor.

In the Montessori tradition, we feature spacious, open rooms designed with Montessori materials situated around the perimeter within easy reach of the children. This allows our students plenty of room for free exploration, as well as ample space to engage in concentrated learning on floor mats or at small tables.

The Toddler students (2 to 3 year olds) have their own classrooms with toddler-appropriate materials and toddler-height furniture.

Our Primary students (3 to 6 year olds, including Kindergarteners) learn and explore in three large ground floor classrooms. Classrooms have both carpeted areas for floor work and wet areas that offer an ideal environment to learn practical life skills as well as in which to eat snack and lunch.

Our large, natural outdoor play area is securely fenced and has soft grass, plentiful shade, lots of sun and several benches. We have a variety of age appropriate outdoor toys and an outdoor storage area to house them. With the exception of severe weather days, outdoor play and recreation are a daily event.

Safety is a priority at Waterfront Montessori: All entrances and exits to the school are locked from the outside. Chimes sound at the opening of each door to alert staff to all comings and goings. Our premises are also under video and audio surveillance, twenty-four hours a day.

All of these features combine to make Waterfront Montessori a stimulating, safe, nurturing and beautiful environment for the early steps of your child's educational journey.

Our New Campus

One Canal Street

In September 2010, The Elementary and Middle School expanded to a new 9,600 square foot site at One Canal Street. As well as nine new classrooms, the site includes a full gymnasium and an outdoor recreation area with basketball courts. Facilities include a dedicated art studio, a music studio, a library, science and language labs as well as outdoor space committed to Lower Elementary gardening and an Upper Elementary and Middle School student green roof development project.

Admissions Overview

The louder the outcry over the state of education in America, the more definition that is put on what an education system needs to provide for our children, the more eyes are turning to Montessori as a model for what our schools should be. For those of us who have chosen Montessori for our own children, it is no fluke that Clark Montessori Junior and Senior High School in Cincinnati was one of the three high schools chosen as finalists in President Obama's 2010 Race To the Top Commencement Challenge. When the Harvard Business Review, the Wall Street Journal and Forbes have become sources advocating for Montessori education and its "extraordinary results" (to quote Steve Denning at Forbes.com), Montessori is no longer a minor player among an esoteric group of alternative schools, but rather a major player in a system in need of models that work.

What we are increasingly seeing from prospective parents is desire to not only explore Montessori education for their children, but to also know and understand how it works. Our open houses, which consist of demonstrations of the integrated nature and progression of Montessori curriculum from Toddlers through Elementary and Middle School, have become must-attend events. We hear questions from parents that are far more informed than they were just a few years ago. And, we have seen demand for admission to our programs grow at a stunning rate, beyond anything we predicted.

As a result, we have revamped our admissions process for the 2012-2013 school year. Along with requiring a parent tour and interview and visits to the school for the prospective student, we will provide opportunities to parents to read, to watch and to see what we do. Our goal is to inform, to educate and to encourage parents to think critically about their child's education. We will look for families with whom we can form a partnership based on knowledge of and a commitment to Montessori education.

Our application acknowledgement package, which will go out after an application is processed, will contain Aline D. Wolf's booklet, *A Parents' Guide to the Montessori Classroom*; we encourage prospective parents to read it. Prospective parents who have not attended an open house in the past year are encouraged to plan to attend one of our three on the dates below. We will keep prospective parents informed of other opportunities to gather information about Montessori education and about the school. We encourage you to ask questions, voice concerns and otherwise learn everything you can.

Admissions are granted with priority given as follows:

1. Current students.
2. Siblings of current students. (*Siblings must be concurrently enrolled for priority to apply.*)
3. Returning former students.
4. Transferring Montessori students.
5. Students whose parents demonstrate a commitment to Montessori education.
6. Other new students.

A space on the waiting list (for 2 year olds), for consideration for admission (for 3 and 4 year olds) or for a child interview (for 5 year olds and older) is only reserved once the application fee of \$75 has been received. An offer of admission, once extended, expires on the due date for receipt of a tuition deposit. Space in a program will only be reserved once a tuition deposit and a signed Tuition Agreement are received.

The Admissions Process

Admission for Toddlers (Age 2 by September 1)

Applications for the Toddler Program are currently accepted year-round. The school maintains a waitlist in order of the date of receipt of the application and accompanying application fee.

Admission to the Toddler Program is made on a modified first-come, first-served basis, subject to the admission priorities above, the level of commitment of the parents to Montessori education and the gender and age balance of the class. Toddlers must be two years old by September 1 to be considered for admission to a fall class.

Parents of Toddlers on the waiting list who will be two by September 1, 2012 will be contacted by the Director of Admissions to schedule a school tour and parent interview, the first step in the process of making a child eligible for admission to the Fall 2012 Toddler Program.

Toddlers who turn three while on the waitlist will be included in the next applicable admission process for spaces in the Primary Program. Parents whose applications are already on file will receive a call from the school's Admissions Director to schedule a tour of the school and a parent interview, thereby initiating the process of making their child eligible for admission to the Primary Program in Fall 2012.

Admission for Primary Students (Age 3 or 4 by September 1)

Applications for preschool admission for the following fall will be accepted from the day after Labor Day until January 31, 2012.

As of September 2011, our admissions process has changed. We will not longer admit by lottery, but through a process of parent interviews and a group child visit.

Parents applying for admission for their three- or four-year-old should follow these procedures:

1. **Submit an application to the school** accompanied by the \$75 application fee.
2. **Schedule a school tour and parent interview.** Once we have received the application, we will invite the parents to choose a morning to visit the school.
3. **Schedule a child visit to a classroom.** Child visits will be scheduled weekly in the late afternoon and will be set up with the parents during the parent interview.

Kindergarten Admission (Age 5 by September 1)

Incoming Kindergarteners will be admitted via a parent tour and interview as well as a child school visit and interview. Students must be five years old prior to September 1 for consideration for admission to Kindergarten.

Parents will be invited to tour the school and to meet with the Admissions Director. Prospective Kindergarten students will have a one-on-one interview with a teacher and will be invited to join a class for a minimum of a half-day for observation prior to acceptance.

The Admissions Process, Continued

Elementary and Middle School Admission (Age 6 by September 1 for Lower Elementary):

Prospective Elementary students will be admitted via a school visit and interview process. Applicants must spend at least one full day in a classroom in order to be considered.

Transferring Montessori Students:

Transferring Montessori students will be admitted year-round provided there is space available. Evidence of prior enrollment in an authentic Montessori school on the prior school's letterhead must be presented with the application.

Applicants who are transferring Montessori students must spend a minimum of a half day in the appropriate classroom prior to admission. Parents of students who are transferring from another Montessori program should call the school's office at (201) 333-5600 to make arrangements for a classroom visit for their child.

Important Dates

2011

Tuesday, September 6	First day for acceptance of applications for Fall 2012 for all programs
Wednesday, November 9	Open House, 6:30 - 8:30 p.m.
Saturday, December 3	Open House, 9:00 - 11:00 a.m.

2012

Wednesday, January 18	Open House, 6:30 - 8:30 p.m.
Tuesday, January 31	Last day to submit applications for Fall 2012
Thursday, March 1	First round of admissions notifications mailed

2011/12 Academic Year Tuition Schedule v.2 Subject to Change

TODDLER PROGRAMS	(24 mos. – 36 mos.)	Per Academic Year[#]
5-Day a.m. Only Base Tuition	8:30 a.m. – 11:30 a.m.	\$ 12,400
Full Day Base Tuition	8:30 a.m. – 3:15 p.m.	\$ 21,000
Extended Day	7:30 a.m. – 6:00 p.m.	Add \$4,750
PRIMARY PROGRAMS	(Pre-K3, Pre-K4)	Per Academic Year[#]
5-Day a.m. Only Base Tuition	8:30 a.m. – 11:30 a.m.	\$ 11,400
Full Day Base Tuition	8:30 a.m. – 3:15 p.m.	\$ 18,600
Extended Day*	7:30 a.m. – 6:00 p.m.	Add \$4,750
ELEMENTARY PROGRAMS	Full Day Only	Per Academic Year[#]
Kindergarten Base Tuition	8:30 a.m. – 3:15 p.m.	\$ 17,600
Elementary Gr. 1 – 5 Base Tuition	8:30 a.m. – 3:15 p.m.	\$ 16,600
Elementary Extended Day*	7:30 a.m. – 6:00 p.m.	Add \$4,750
MIDDLE SCHOOL PROGRAMS	Full Day Only	Per Academic Year[#]
IB Middle School Gr. 6-8 Base Tuition	8:30 a.m. – 4:00 p.m.	\$17,000
Middle School Extended Day*	7:30 a.m. – 6:00 p.m.	Add \$4,000
EXTRA AFTERNOONS	11:30 a.m. – 3:15 p.m.	\$ 60 per day
AFTER SCHOOL CARE	3:15 p.m. – 6:00 p.m.	\$ 10 per hour

*Extended Day Primary, Elementary and Middle School students are automatically enrolled in most AfterSchool offerings at no extra charge.

[#]Parents should note that Waterfront Montessori requires a commitment from the parents for the entire academic school year from September to June. There will be no reduction for absences, holidays or partial months.

A 5% discount will be applied to each Base Tuition if more than one sibling is enrolled.

FEES:

Initial Application Fee (non-refundable):** \$75

Tuition Deposit (non-refundable):** \$1,500 (\$1,000 for students enrolled in 2010/2011)

Preschool Materials & Activity Fee:** Half day students \$175, Full & Extended students \$350

Kindergarten & Lower Elementary (Gr. 1 - 3) Materials & Activity Fee:** \$500

Upper Elementary (Gr. 4 - 5) & Middle School Materials, Activity & Technology Fee:** \$1,000

Mandatory Tuition Insurance Fee: 1.97% of Base Tuition

New Family Fee:** \$1,000 one-time fee upon initial admission of a family member.

****Parents should note that the Application Fee, Tuition Deposit, Tuition Insurance, Materials Fee, Activity Fee, Technology Fees and New Family Fee are not refundable. The Tuition Deposit is not due until we have made a formal offer of admission to a child, and then is applied to tuition for May/June 2012. We expect parents to make a serious commitment to the school at that point, of which the tuition deposit amount is evidence.**

PAYMENT PLANS:

The school offers semi-annual, quarterly and monthly tuition plans to parents through Tuition Management Systems (TMS). All costs associated with enrolling in these plans are the responsibility of the parent. Enrollment in one of these plans is required for any extended payment plan.