Greece Montessori School



Dear Parents,

Thank you for your interest in the Greece Montessori School. We hope that the following information is helpful in learning more about our school and its teaching philosophy.

Our goal is to maximize the *full potential* within each child; not just provide academic learning at an early age. Your child is a unique individual deserving the utmost respect, honor and care. Our approach to education and care is based on the Montessori Philosophy. Your child is given freedom with guidance in our prepared environments. Children are given the freedom to choose materials that are meaningful to them. Meaningful activities capture the children's attention as long as they correspond to the child's inner needs. As a result, children enjoy real, sequential, hands-on-experiences. Your child is immersed in surroundings and activities that can be seen, heard, smelled, felt and experienced at the child's level of understanding. We respect their choices so they may begin to experience life as powerful and curious individuals. Your child's input is valued and incorporated into our curriculum so we can create environments that are meaningful and irresistible.

In your child, you can expect to see growth in the following areas of development supported by the Montessori Philosophy and Method:

- A joy of learning
- Learning through discovery
- Independence
- Self-confidence
- Self-discipline
- Concentration
- Attachment to reality
- Love of order
- Ability to choose
- Enjoyment of quiet

We believe that Montessori is very appropriate for the child, but may not work for all parents. To effectively determine if Montessori is right for you, we have developed the following procedures:

1. Read provided information
2. Schedule a classroom observation
3. Interview with school Executive Director, classroom Directress, and parents for interactive discussion of school and parenting philosophies, as well as explanation of school contracts
4. Interview with child and classroom Directress
5. Application submission (Processing fee of $50.00)
6. Notification of acceptance by letter to parents
7. Deposit due to hold a place in the class within two weeks

If you have not had an opportunity to observe, please call the school office to make an appointment. Again, thank you for your interest in our school, and do not hesitate to call us for any additional information concerning our program.

Sincerely,

Rosa Piccirillo
Executive Director

Greece Montessori School



2026 – 2027 Fact Sheet

The Greece Montessori School was organized by interested parents who began meeting in 1970 to study the Montessori Method. The school began instructing children in 1971. GMS is chartered by the Regents of the State of New York and is affiliated with the Association Montessori International (AMI).

Children from eighteen months to four years and six months of age are accepted for admission. The school offers a three-year program whereby children remain in the Primary classroom until they are eligible for the first grade. These years do not include time spent in the Toddler Community.

The Greece Montessori School has no religious affiliations and encourages the participation of children from all backgrounds.

Location and Contact

Greece Montessori School
751 Long Pond Road
Rochester, New York 14612

rosa@greecemontessori.org
585-227-4803

Tuition and Schedule

Program	Tuition	Schedule (Mon – Fri)
Nido Community	$9,731.00	9:00AM – 12:00PM (3 hours)
Toddler Community (18 months – 3 years)	$8,873.15	8:45AM – 11:50AM (2 hours 50 min)
Primary Program (3-6 years)	$8,970.15	8:45AM – 11:45AM (3 hours)
Kindergarten	$9,355.86	8:30AM – 3:00PM (6 hours)
First Grade	$9,600.00	8:30AM – 3:00PM (6 hours)

Transportation

Kindergarten children (over age 5) are eligible for public school transportation. For children under age 5, parents must arrange their own transportation.

NIDO COMMUNITY

Children 6 weeks to 18 months

Program Overview

A Montessori environment can be considered an adaptive continuum between two basic needs of the developing infant: the bonded relationship between the adult and child on one end, and support for a growing sense of self and independence on the other. When infants are supported through a deep trust for their caregivers, they feel safe to begin exploring their own independence. We build trust with infants through honoring their individual needs and providing an empowering environment that allows for safe discoveries and skill-building without excessive furniture or sensory stimulation. After the age of 18 months, a child may begin his transition to the toddler program. Move-up ages may vary by several months. Please note that space availability is also a factor.

Details

- Ages 6 weeks to 18 months
- Infant to Teacher Ratio: 4:1
- Schedule: Monday-Friday 8:45am-11:45am
- Day House (Before & After Care): 7:00am-9:00am, 11:45am-5:30pm

The Prepared Environment

Much of your baby's energy early on will go toward building gross motor ability, as they learn to hold up their head, roll over, push up off the ground, sit up, stand, walk, climb, etc. Successful development in this area sets the stage for strength and coordination later in life, which are necessary to enjoy sports, dance, or daily life recreational activities.

For babies to fully learn to do all these things, they must have time, space, and freedom to move and practice each individual step along the way. When you first visit a Montessori Nido community, you may notice there are no playpens, jumpers, walkers, or high chairs—nothing that restricts your baby's movement.

A child's early years are a time of great sensitivity to bonding in order to establish trust in the world; as well as language, order, sensorial impressions, and development of coordinated fine- and gross-motor development movement. Each of our Infant rooms supports the child's development of movement, independence, and capacity for active exploration. Because an infant's brain is wired for language acquisition, our environments offer rich opportunities for babies to learn through plenty of reading, singing, sign language and a running dialogue as your child's caregivers explain the events of your child's day. Our respect for each child shows by how we engage him in each care-giving activity with warm eye-contact and verbal explanations of each step, rather than merely just doing the tasks to the child.

Infant environments

Maria Montessori's vision of a "Nido" or nest: They are peaceful, loving places where babies can explore and feel secure. Teachers speak in gentle tones, the daily pace is unhurried, and décor is understated and homelike. Each child in our care is an individual to be nurtured with affection and respect. As is customary for Montessori environments, every detail is selected with the child's whole development in mind.

Each of our infant rooms welcomes children as young as 6 weeks of age. Our prepared environments have developmentally appropriate material and activities that support the child through each stage of infant growth. Because we "follow the child," we provide a variety of environments where infants can explore based upon her curiosity and mobility, not just her age.

In our Infant environment there are special mobiles and images to stimulate brain development, as well as a variety of tactile objects for children to explore. Because this is the period when infants learn to roll over, sit, scoot, crawl and potentially walk, the room has many opportunities for movement. There are striking differences between a Montessori Infant environment and other, more traditional daycare settings: our babies do not spend their active hours in playpens, jumpers, walkers or other containers. Instead, in our Infant rooms you will see …

- Many soft floor mats and bolsters on which babies can move freely and develop gross motor skills.
- Mirrors positioned close to the floor to stimulate tummy time and self-discovery.
- Low bars mounted to the wall and soft furniture for children to pull themselves up.
- Interesting mobiles, grasping objects, and rattles within reach.

For the older infants, where crawling and newly walking babies have their hands free for exploration, you will see…

- Low shelving with materials for fine-motor development and cause/effect, such as puzzles, rings on a post, and containers to open and close.
- Opportunities for purposeful water play.
- A stair with low steps and a railing to practice climbing up and down.
- Pull and push toys to promote gross motor movement.

All of our environments have several special features that also set them apart from typical daycare settings:

- We support breastfeeding! Our Infant rooms welcome mothers who would like to nurse their baby during midday visits.
- We use low tables and chairs, instead of high chairs, for snacks and solid meals. We believe this provides young children with a valuable first experience at gaining independence with self-feeding.
- Ours are tranquil environments where a designated nap space ensures quality rest when babies need it.
- An outdoor space designed especially for infants, with soft surfaces and a variety of spaces to explore, plus equipment to climb over and through. We also have multi-child strollers for taking infants on regular “buggy rides” both outside and indoors around our campus so they can see more of the world.

Program Schedule / Daily Routine

Most infants follow a routine, though not necessarily a strict schedule, that allows for feeding, active time, and nap. This routine repeats itself throughout the day and provides important predictability for young children. In our Infant environments, our Montessori guides maintain a consistent rhythm outlined by parents that responds to each child’s needs and complements what parents do at home.

Ratios

Fully established Infant environments have a maximum of 12 infants and 3-4 adults, one of whom is also the Room Leader. While we strive to maintain a 3:1 ratio throughout the day, there are moments when we will need to provide care at a 4:1 ratio to allow for teacher breaks. When we launch a new Infant classroom, we may temporarily maintain a 4:1 ratio, as infants are slowly added to the program. Once our classroom is fully enrolled, we strive to achieve at 3:1 ratio for majority of the school day. Though your child will interact with all teachers in the classroom on a daily basis, the classroom’s Head Teacher will be the main point of contact for parent communication regarding your child.

Feeding

We are your partners in guiding and supporting you during the many changes in feeding routines that you will experience as your child grows.

All bottles and food for infants are supplied from home. With fridges, freezers, warmers, and microwaves in each Infant environment, we are set up to safely and hygienically accommodate breastfed and formula-fed babies, finger foods, jarred meals, homemade purees, etc.

We provide comfortable chairs for breastfeeding mothers who would like to nurse their babies on site. Parents are also welcome to drop off expressed milk anytime during the day. To ensure a smooth transition into a group setting, breastfed babies should be successfully bottle feeding for at least one month before they join the younger infant class; older infants may alternatively take milk from a regular cup. In our effort to encourage independence, we offer your child the opportunity and guidance to self-feed as soon as he or she is ready.

Sleeping

Our nap rooms provide each child a dedicated crib for younger infants or a low cot for older infants in a designated, peaceful area where noise is minimized, and tranquility is heightened. We work with parents to replicate techniques that work best at home for your child's sleep patterns, while sharing tips from our experts for optimizing your child's sleep. While pacifiers are permitted when your infant enters the school, we will gently and respectfully wean your child from these in an effort to promote oral health and self-soothing. We also help prevent tooth decay by refraining from placing bottles in cribs, or having children fall asleep while drinking a bottle. We will rock or hold a newly enrolled infant who needs such comforting to fall asleep; however, we will work with these parents to help the infants develop self-regulation in sleep habits. Our goal is for your child to recognize sleep as a peaceful opportunity to self-soothe and rest because he or she is tired, just as a child will eat when hungry. If your child arrives asleep in a car seat, he or she will be gently placed in a crib. Children will have the opportunity to awaken from sleep naturally, rather than being awakened by an adult.

TODDLER COMMUNITY

Children 18 months to 3 years

"I can, I am capable, I am worthy of something, my collaboration is needed by the people with whom I live, my work is important to others and I can transform the world around me with my work."

-Understanding the Human Being - The Importance of the First Three Years of Life, by Silvana Quattrocchi Montanaro, M.D.

The first few years of a child's life are crucial to his or her personality and intellectual development. In his acclaimed book, *The First Three Years of Life*, Dr. Burton L. White says that a child born with the best mental and physical capabilities may not attain even average levels of competence without exposure to appropriate experiences.

Toddlers need not only love, emotional nurturance and a healthy physical environment, but also an environment that promotes their very real need to learn. The Montessori Teaching Method provides a basis for individualized learning activities, appropriate for even the earliest stages of a child's development.

The purpose of the Toddler Community at the Greece Montessori School is to encourage, assist, and protect the normal development of each child. Children in the program flourish in prepared environments which respect, support, and respond to their basic needs for independence, exploration and the building of trust and self-esteem.

We believe that cooperation between the Directress and the parents is crucial in the development of the child. Parental involvement is stressed; parents know their child better than anyone else. Parents and the Directress must feel comfortable in exchanging knowledge and experiences about the child. Informal parent groups and individual parent meetings are held throughout the school year.

During the early years of life, Dr. Maria Montessori believed, *"the first thing the child's education demands is the provision of an environment in which he or she can develop the powers given by nature."* Quite literally, the school environment is the curriculum.

The structure of the curriculum is based on five developmental areas:

- **Sensory and Perception:** The young child absorbs the world around him or her through the five senses, and a rich environment should cater to the child's senses.
- **Physical and Motor:** Along with the mind, both fine and gross motor skills develop rapidly from three months to three years. Attention to these needs supports balanced development. A young child's physical ability and movements are important to his or her environmental involvement, and thus education.
- **Self-Help Skills:** The focus is on helping the child attain and enjoy independence; each individual must learn to self-educate.
- **Language:** The construction of vocabulary is a part of every aspect of the classroom from snack time to manipulating a toy to group activities.
- **Social and Emotional:** A well-rounded and happy child, whose social and emotional development has been supported by responsive individual attention, reacts positively with the environment, copes with frustration, and learns easily.

Dr. Montessori emphasized the need for a rich environment and noted the speed at which children can develop. *"If our own adult ability be compared with the child's, we should need sixty years of hard work to do what he or she does in three."*

While providing a structured and familiar environment, the needs of individual children are met. For example, there are many physical, emotional and mental values involved with their work. Through various activities, the child learns to be independent. An individual, at any age, cannot make an intelligent choice or be responsible without independence in thought and action.

Independence will be achieved through:

- Care of the environment
- Development of language skills
- Movement
- Music
- Practical life activities
- Social Interaction

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A Montessori trained Directress and classroom assistant will nurture the child's natural curiosity and love of learning. The class size of 11-15 will vary throughout the year as children achieve readiness and progress to the Montessori Primary classroom. The Toddler Community provides a solid foundation upon which the child's future learning at Greece Montessori can be based.

Dr. Maria Montessori believed that education begins at birth and the first few years of life, being the most formative, are the most important both physically and mentally. Because mental development is these early years proceeds at a rapid rate, this is a period which the child's future learning at Greece Montessori School can be based.



The Toddler's Work

"The child who has never learned to act alone,
to direct his own actions, to govern her own will,
grows into an adult who is easily led and must always
lean upon others"



















PRIMARY PROGRAM

Children 3 to 6 years

Program Goals
The Montessori learning environment for 3 to 6 year olds, called The Children's House, is a "living room" for children. Children choose their work from among the self-correcting materials displayed on open shelves and the children work in specific work areas. Over a period of time the children develop into a "normalized community" working with high concentration and few interruptions. Normalization is the process whereby a child moves from being undisciplined to self-disciplined, from disordered to ordered, from distracted to focused. The process occurs through repeated work and materials that captivate the child's attention. For some children this "inner change" may take place quite suddenly, leading to deep concentration. In the Montessori preschool, academic competency is a means to an end, and the manipulative are viewed as "materials for development."

Children of mixed ages work well together. Nature has provided that development in this 3 - 6 year age group has identical characteristics basic to it. Activity, one of these characteristics, performed by the hand and guided by the mind, is fundamental to human development in children of these ages. In the Montessori preschool, five prepared areas of self-teaching activity are available. Using each material according to the child's ability and awareness, the individual learns according to his or her readiness from work undertaken.

In the Montessori preschool five distinct areas constitute the prepared environment:

Practical life: These activities enhance the development of task organization and cognitive order through care of self, care of the environment, exercises of grace and courtesy, and coordination of physical movement. They utilize and proceed from gross motor coordination to refined motor skills. The sequence of action in each exercise demands left to right movement which builds concentration and is indirect preparation for reading and math.

Sensorial: Based on Montessori philosophy that children learn through their senses, the specially designed apparatus allows the child to isolate qualities he sees in his environment. The activities require the child to order, classify, and describe sensory impressions in relation to length, width, temperature, mass, and color. These materials help the child become consciously aware of the environment in which he lives. For example, there are 3 primary colors from which secondary and tertiary colors are made, and are only 9 in number. Through isolation he is able to master definitive recognition of differences, sameness and degrees of gradation, then re-apply them to his environment.

Mathematics: This area of development makes use of manipulative materials to enable the child to internalize concepts of number, symbol, sequence, operations, and memorization of basic facts. For instance, the concept of the unit is first introduced with the sensorial materials, preparing the mind for a basis for understanding the abstraction inherent in counting where identification of the unit of measure is always first required. Once the child knows his numbers 0-9 and can count, he proceeds to learning the decimal system and place value of numbers, the terminology units, tens, hundreds, thousands, etc.… The four processes of addition, multiplication, subtraction and division are performed in progression of using concrete materials to less concrete to abstract. Geometry is absorbed by learning the names of all geometric shapes, names and angles of triangles, and combination of shapes. The concrete materials include solid to plane.

Language Development: This prepared environment includes oral language development, written expression, reading, the study of grammar, creative dramatics, and children's literature. Basic skills in writing and reading are developed through the use of sandpaper letters, alphabet cut-outs, and various presentations allowing children to link sounds and letter symbols effortlessly and to express their thoughts through writing. The child's existing vocabulary is extended through vocabulary enrichment, classification and phonetic sound work. This is coupled with visual recognition of alphabet letters and cognitive association of words. Writing begins with phonetic words as well as reading. Unphonetic words are taught later as well as the function of words and simple and complex sentences. Diagramming sentences and knowledge of all parts of speech is part of the program. These children usually read on a 2nd to 4th grade level.

Cultural Development: These particular activities expose the child to basics in geography, history, and life sciences. Customs throughout the world are compared with reference to man's basic physical and spiritual needs. World geography is fixed through exposure to maps of continents, countries, and states throughout the world including their flags, food, clothing and shelter. Music, art, and movement education are also part of the integrated cultural curriculum.

The Role of the Montessori Directress:

- Observe student interests
- Demonstrate correct use of material
- Watch the progress of each child
- Allow children to discover own errors if possible

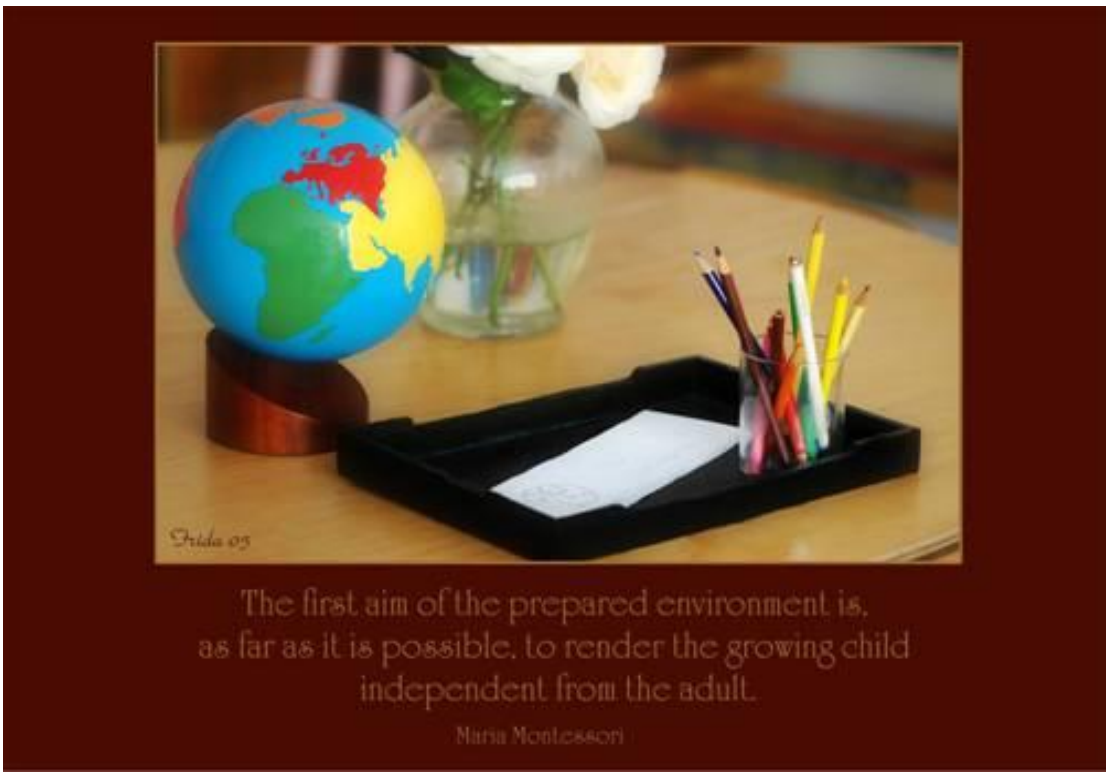
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A Multi-Aged Classroom:
In a Montessori classroom, the younger child has a graded series of models to imitate. The older child has the opportunity to reinforce his/her own knowledge by helping the younger children with their work. A child's progress is not compared to other children rather only to his own previous work therefore each child works at his/her own pace. Each child matures at different rates. Each child is given a chance to fulfill his potential possibilities to become an independent, secure and balanced human being.

The Prepared Environment:
With a few exceptions, program activities are not fixed in a Montessori environment. Rather, children have the freedom to work independently within the guidelines set up by the presentations and expectations of the acceptable behavior. By giving the children responsibility for their behavior to the extent they are capable of acceptably responding to it, self-control and an internal set of guidelines are established as part of the child's personality.

The teacher spends the day making presentations or representations of activities available on the shelves. Children not engaged in a presentation work independently, getting their own snacks, and going to the bathroom as the need arises. This freedom fosters responsible behavior under the guidance and verification of watchful adults. Parents are informed of this type of environment before they enroll their children and subsequent parent education meetings help them to learn more about the value of this approach to their children.

The prepared environment, as well as the role of the teacher in the classroom, distinguishes Montessori from other educational approaches. For example, independent activity constitutes about eighty percent of the work, and teacher-directed activity comprises the remaining twenty percent of the work at all levels. The reverse percentages are generally true for traditional education. This special environment enables children to explore qualities of materials through various tasks, which induce thinking about relationships. The prepared environment offers practical occasions for introducing social relationships through free interaction. The logical sequential nature of the prepared environment provides orderly structures that guide discovery. Every aspect of the curriculum involves creative invention and careful, thoughtful analysis. In viewing learning outcomes at each Montessori level, it must be emphasized that why and *how* students arrive at what they know is just as important as what they know.









Greece Montessori School

Wrap-Around Program

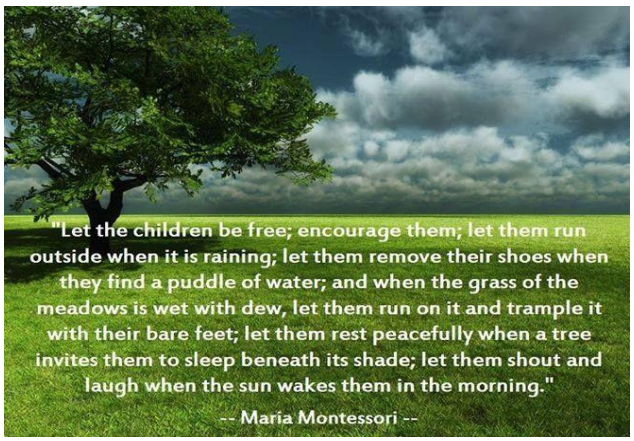
The **Greece Montessori Wrap-Around Program** has been developed to accommodate the children of working parents. This program offers a Montessori model with a relaxed atmosphere. The schedule of the day includes the following:

<u>7:00am - 8:45am</u>

- Breakfast (provided by parents)
- Story time
- Free play

<u>12:00pm - 5:30pm</u>

- Lunch (provided by parents)
- Rest time
- Arts and Crafts
- Playground
- Educational hour
- Supervised play time
- Non-competitive activities such as singing & board games



Parents participating in this program are required to sign a contract with the school which outlines pertinent details. This program is offered during various holiday and school breaks when the need arises. The Wrap-Around program does not operate during summer recess however the GMS staff does offer a summer program for its students.

The Wrap-Around Program offers the following contract options:

Hours Per Week	Rate Per Week
Up to 5 hours	$100
Up to 10 hours	$140
Up to 15 hours	$170
Up to 20 hours	$190
Up to 25 hours	$200
Up to 30 hours	$220
Up to 40 hours	$230

"Family Matters"

A news article to consider…

October 2008 Vol. 13 No. 3a

Dr. Steven Hughes gives a Neuropsychologist's Perspective on Montessori

Montessori education is a brain-based, developmental method that allows children to make creative choices in discovering people, places and knowledge of the world. It is hands-on learning, self-expression, and collaborative play in a beautifully crafted environment of respect, peace, and joy. It is also about brain development. A skillful Montessori teacher knows what stage a child is in their brain development and they are meeting it, and they are feeding it. The Montessori method is like education designed by a pediatric developmental neuropsychologist.

Montessori education is the original and, I think the best brain-based model of education. The body is rather interestingly mapped along the surface of the brain. It is not mapped on the brain in any way that matches the size of the area. It is not a one-to-one mapping. If you were to build a human based on what the brain thinks a human look like the most striking feature would be the unusually large hands.

Why do young children, who are still developing the ability to understand language, spend so much time sitting and listening to teachers at a conventional school? Wouldn't it be nice to design an educational model around hands-on activity, physical manipulation, and engagement in the world? Maria Montessori did just that.
There is a model of the way the brain is organized and how it works which I refer to as the nuggets and networks system. Areas of the brain do not function in isolation, they communicate with other areas through networks of active fibers. Brains need healthy nuggets and healthy networks in order to function. Nuggets can be defined as small, circumscribed areas of the brain that perform a specialized function is reading. Reading is a cognitive function that requires the coordinated use of more than one nugget. Reading does not happen in one spot in the brain; it's the coordination of multiple spots that cover things like letter and word recognition, phonological processing, and language comprehension. Somehow, Maria Montessori knew about these nuggets. The Montessori reading curriculum is astonishingly dead-on in helping developing brains condense the nuggets that perform these certain functions.

In the brain of a child with a learning disability, there is a nugget that is not formed. That nugget is necessary for a critical component of reading. If we can identify that a child has a nugget that is not firing correctly, or not at all, we can help that nugget form. One of the ways you do that is through a series of very circumscribed, specific, and repetitive tasks that are about training that little undeveloped nugget. You can actually do some significant remediation using that method.

Networks are the fibers underlying the surface of your brain, or your cortex. When you are confronted with a novel task, your brain needs help. Your brain then calls on all quarters to solve the problem. A healthy and well-developed network system helps bring all hands, or all neurons, on deck. There is a lot of general processing happening everywhere in a novel problem-solving brain.

In a Montessori classroom, a child will learn how to grip an object using the Bailey's two-point pencil grasp through doing cylinder work; the little handles attached to the cylinders require that sort of handling. When the child then moves on to writing, they know how to hold a pencil as a result of all the time they spent handling the cylinders. This is an example of how the networks in your brain function. The novel task of holding a pencil is supported by previous activities.

There are some things we know of that can help brains develop healthy and strong nuggets and networks. Repetition helps build better brains. Repetition is a big part of the Montessori environment. Take, for example, the pink tower. The child's motor system is developing so that he or she can hold the top pieces of the tower high and still enough to place them on top of each other. It feels good to develop this mastery. We can also build better brains by providing our children with settings in which they feel secure. There is always a quiet, beautiful spot in the classroom and look at a book in peace. Or they can take care of plants. They have the freedom to check to see if the plants need watering and the knowledge of how to care for another living thing.

Hands-on work can also enhance learning. There is research that directly compares the effects of observational vs. hands-on learning. You will not be surprised to hear that hands-on matters. In a Montessori classroom, children learn that tasks have a beginning part, a doing part, and a completion part. All of these practices of life activities are supporting the development of networks that will be utilized in practical daily tasks. We know we can also build better brains through multisensory activities or through sensory specific activities. Maria Montessori observed that children are drawn to balancing on railings or tightrope walking on lines. She noticed that children are drawn to these sorts of things, so she understood there must be a sort of developmental need for them.

Maria Montessori wrote late in her career about characteristics that emerged everywhere in the world in children that come out of these Montessori environments. They had a love of order, of work, of silence, and of being alone. They had profound concentration abilities. They demonstrated appropriate obedience not obsequiousness. They showed independence and initiative, and they had spontaneous self-discipline.

They were well-attached to reality, and they were joyful. I think we are starting to realize, at national and international organizational levels that we need to analyze and harness the forces that control what happens in schools, and we need to work to change society for the benefit of children.

In fall 2006, Angeline Lillard published a study in *Science,* one of the most prestigious journals in the world which examined academic, social, and intellectual outcomes of children who were educated in a Montessori environment. She used a student sample from Milwaukee, where there is fantastic public Montessori involvement. Many people want to send their children to Milwaukee's Craig Montessori School. You have to enter a lottery to be accepted. Lillard was able to compare the children who won the lottery and went to the Montessori school with the children who applied but did not win the lottery, and ended up at other schools. This provided Lillard with a largely urban, lower-income, diverse study sample. It also gave her random assignment participants. In her study, Lillard found that Montessori children demonstrated significantly stronger social cognition skills. They performed better in academics and were better able to put themselves into the shoes of somebody else in the understanding of what had gone on in a situation. The general summary from Lillard's work is that in a real-world, public, inner-city Montessori school with an excellent implementation of the Montessori model, there were differences favoring the Montessori kids in executive functioning, decoding and early math, understanding of the mind, and appeals to social justice and social behavior by the end of kindergarten. Those advantages were present early on, and remained at grade 6.

People do not doubt that the Montessori method works for children of privilege. They are delighted to hear it works in inner-city public-school systems, because most kids to conventional public-school systems. There is no reason that schools in our culture have to be the way they are. It is about industrialization. It is about tradition. It is about inertia. Nobody who is a developmental psychologist, nobody who is a neuropsychologist would design a school today that would look like a conventional school does today. It is just habit. At this point, in the history of the world, in the history of our civilization, what happens next will depend on how the earth and it inhabitants are regarded by those who stand to inherit it. I believe that if our children and grandchildren are to see the 22nd century, those who are running things now need the 21st century to value a civilization that holds peace and kindness, and justice and respect for the needs and welfare of others as core values. These values lay at the heart of Montessori education and I believe these values will support the value of our planet and our species.

Ed Note: This special edition of Family Matters gives an outsider view of Montessori education. While not associated with Montessori, Dr. Hughes is uniquely positioned to have an opinion on it. If you are intrigued by his description of a Montessori classroom, we invite you to visit and see for yourself. Article reprinted from AMI-USA News. Dr. Steven Hughes, PhD., L.P., is a pediatric neuropsychologist and Assistant Professor of Pediatrics and Neurology at the University of Minnesota Medical School, and a diplomat of the American Board of Pediatric Neuropsychology

Application Form

Child's application details

First, Middle Name		Last Name	
Date of Birth		Place of Birth	

Parent/Guardian

Name			
Relationship	Mother/Father/Grandparent/Caregiver/other/……		
Address		Home Phone	
Town / State		Mobile	
Email			
Occupation		Employer	
Business Phone:			

Parent/Guardian

Name			
Relationship	Mother/Father/Grandparent/Caregiver/other/……		
Address		Home Phone	
Town / State		Mobile	
Email			
Occupation		Employer	
Business Phone:			

With whom is the living with?			
Who is legal guardian?			
Is the child regularly cared for by anyone other than parents?			
If so, by whom?		What portion of the day?	

The Greece Montessori School seeks to enroll a community that reflects the diversity of the Rochester area, including that of race, ethnicity, family structure, religion, and socio-economics. The following information is helpful to us but is optional. All information is kept confidential.

Religion		Ethnic origin	
Primary Language		Other language(s) spoken	

Is there any pertinent information concerning your child's prenatal, birth and first years that you would like to share?

Has your child had any severe injuries or illnesses? If yes, please explain.		
Has your child been hospitalized?		
☐ Yes	Duration	

Does your child have any physical restrictions? If yes, please describe briefly.

What is your plan for care when your child is ill?

Does your child have any allergies? If yes, please explain.

Is your child on any routine medication? If yes, please explain.

Any history of learning disorders in family? (example, ADD, Dyslexia). If yes, please explain.

Has your child had any severe injuries or illnesses? If yes, please explain.

The primary program is a commitment that takes your child through their kindergarten year. This could be 3-4 years depending on the age of the child when they start in the primary classroom. It is extremely important that your child completes this cycle to fully benefit from our program.

Enrollment Information

Preferred Enrollment Date	
Nido (6 weeks – 18 months) 8:30am-11:45am	☐
Toddler (18 months – 2.5 to 3 years) 9:00am-11:45am	☐
Children's House (3-6 years)	☐ Half Day (8:45am-11:45am) ☐ Extended day (kindergarten) 8:30am-3:00pm)

Wrap Around: (Before and After School Care)

Morning (7:00am - 8:30am)	☐	Arrival Time	
Afternoon (12:00pm – 5:30pm)	☐	Pick-up Time	

How did you hear about GMS?

Word of Mouth	☐	Internet Search	☐	Print (List Publication)	☐
Mailed Brochure / Flyer	☐	Other (List source)	☐		

Name of relatives or friends who have attended GMS, if any	

Other school(s) attended by applicant

Name and location of preschool	
How many years & months attended	
Number of days currently attending	
Program or Grade(s) attended	

Please list other schools to which you are applying for admission:	

Siblings

Please provide details of any siblings in the family

Name:		Date of Birth	…../…../…..	Current School		GMS Alumni	☐
Name:		Date of Birth	…../…../…..	Current School		GMS Alumni	☐
Name:		Date of Birth	…../…../…..	Current School		GMS Alumni	☐

Additional Information

Feel free to attach a separate piece of paper if you would like more space to answer the questions.

Please share with us why you are interested in having your child attend GMS:
Your parental perspective helps us get to know your child better. What are your child's strengths and unique characteristics? Please also include any concerns (social, (pre)academic, behavioral or medical) that may have affected your child's development and/or educational experience thus far:

What specific aspect(s) of the Montessori philosophy you are most drawn to? What aspects do you feel would benefit your child and why? Please include any first-hand experience you've had with Montessori education.
Please describe the most important values by which you and your family live. How do you instill and reinforce these values?

What are your child's and family's special interests and extracurricular activities?
What qualities do you hope your children will possess by the time they are ready for Elementary School?

Signed:		**Date:**	

All information on this application is kept confidential.

Please send this application along with a check for $50.00 made out to GMS to the following address:

Greece Montessori School
751 Long Pond Road
Rochester, NY 14612