

Lower School Guide

2012–2013 School Year



Roycemore School

roycemoreschool.org

It is the mission of Roycemore School to inspire excellence and celebrate individuality. The school prepares students for college education and for responsible citizenship in a global society.

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Questions? Contact our Director of Admissions Amanda Avery at 847-866-6055, or via e-mail at aavery@roycemoreschool.org.

We appreciate your interest in Roycemore and look forward to working with you as you move through the application process. Applications for pre-kindergarten and junior kindergarten are due by January 15; there are rolling admissions after the deadline when space is available. For kindergarten through Grade 4, Roycemore operates on a rolling admissions policy, which means there is no application deadline where classes have availability.

We encourage interested families to call for a personal appointment or attend an upcoming open house and become more familiar with the school. Arrangements may also be made to contact a current Roycemore parent or to attend a school event as a guest.

Admissions applications and recommendation forms are available to download at roycemoreschool.org/apply. Feel free to call Amanda Avery at 847-866-6055 or e-mail aavery@roycemoreschool.org if you have any questions or need assistance.

When the application has been completed, we will arrange a time for you and your child to visit the school. This will allow you to become more familiar with Roycemore and will provide us with an opportunity to meet the candidate in person.

Families with applicants for pre-kindergarten, junior kindergarten and kindergarten are asked to bring the student to meet with the teacher and Lower School Head, during a school day, for approximately one hour. This provides an informal way for staff to observe the applicant and assess some basic skills through conversation and play. Applicants for Grades 1 through 4 will spend part or all of a school day in classes with the grade for which they're applying.

Applicants are reviewed by looking at current school reports, recent standardized testing, current teacher recommendations and observations from visits.

Roycemore School seeks to enroll students who possess the ability and desire to prepare for successful performance in college. Roycemore does not discriminate on the basis of gender, race, color, creed, gender preference or national or ethnic origin in the administration of its admissions, financial aid and educational policies.

Lower School Mission & Philosophy

In Roycemore's Lower School, it is our mission to help children develop self-esteem and lifelong learning skills in a safe, nurturing and diverse community. Each student's personal success is ensured through a challenging, differentiated college-preparatory curriculum focusing on the growth of the whole child.

Roycemore School endeavors to help all students achieve their academic, creative, physical and social potential. Emphasis is on the individual student. The school provides a supportive and personalized environment with small classes in order to motivate students. Within this environment, dedicated teachers provide a challenging curriculum and individual attention to students to advance their knowledge and develop responsibility, self-confidence, discipline, self-respect and empathy. The school respects the creativity and professional judgment of its faculty and endorses students' active engagement in their own education.

At Roycemore, children come from diverse ethnic and economic backgrounds. The school encourages understanding and acceptance of all cultures.

Pre-Kindergarten (Age 3)

Pre-kindergarten children experience a tremendous period of intense growth as they begin to develop new social, emotional and physical skills.

Children learn by doing, and Roycemore's small student to teacher ratio provides many opportunities for each child to receive individual attention from the teacher. We believe that each child is special and unique, and it is our goal to meet the physical, social, intellectual, and emotional needs of every child. Each is challenged on his or her level, and each feels successful in his or her own learning.

Pre-kindergarten students must be 3 years old by September 1 and be toilet trained.

The Pre-Kindergarten Day

Pre-kindergarten is a five day a week program that starts at 8:30 a.m. and runs until 11:30 a.m., with an option to remain until 6:00 p.m. For families who choose the Extended Day option, children eat lunch at 11:30 a.m. and enjoy recess, nap time and activities in the afternoon. From 7:30 a.m. until the beginning of school, there is a designated room with supervised activities for Lower School students arriving early.

Pre-kindergarten is taught by an experienced, certified Early Childhood Education teacher and is supported by assistants with early childhood backgrounds.

Social/Emotional Development

Social interactions with peers are fostered to provide children with opportunities to build a variety of social skills such as cooperation, sharing, taking turns, respect for others, and appreciation and acceptance of individual differences. Teachers encourage the children to use their words to solve problems and help them navigate the “social” classroom.

One way social skills are developed is through play. Teachers interact with students during this time to help develop their language and problem-solving skills. This “play” time actually helps children to become more independent thinkers.

Children learn how to be a “**Roycemore STAR**”—Safe, Trustworthy, Appropriate and Respectful—through puppet shows, modeling, books and discussion.

In addition, we encourage children to think independently, to follow school rules and procedures, to value the opinions of others, and to follow directions.

Science and Social Studies

The pre-kindergarten program is organized around a number of different themes or units of study, which blend the science and social studies curriculum, language arts, and math activities. The units typically last from one to three weeks. We plan a number of field trips to help learn more about these topics first-hand. This is also just one opportunity for parents to come into the classroom to share their own expertise in an area.

Pre-Kindergarten (Age 3)

Early Reading, Writing and Mathematics

Individualized attention will be provided throughout the morning to help enrich the pre-kindergartner's learning. Students will participate in small group and whole group learning with a focus on the alphabet and letter sounds through games, songs, rhymes, and movement. The **Zoo Phonics** program associates individual letter sounds with both a visual picture of an animal and an action. It helps children connect the sound with the letter and addresses different learning styles.

We encourage students to begin experimenting with writing. The pre-kindergarten children will learn to hold a pencil correctly and learn to draw big and little lines and curves. Using the **Handwriting Without Tears** program, they will begin connecting the big and little lines and curves to form uppercase and lowercase letters. They will also form letters using Play Dough, magnet boards, and dry erase boards. Different media help the students focus on the formation of the letters and better identify both the uppercase and lowercase letters.

Concrete math skills and number sense are introduced through hand-on manipulatives and games. Patterns, number recognition, counting and sorting are stressed. Teachers continually monitor children to make sure that they are learning at their own pace.

Music, Movement & Art

In the classroom and on the playground, children have daily opportunities for music, movement, physical activity, and art.

Students have formal music instruction twice a week with the music teacher, as well as informal classroom instruction. Music includes use of instruments, exploration of movement, rhythm, and singing songs together.

Art is provided within the pre-kindergarten classroom. A variety of materials are available to work with, both independently and in groups. The materials provided develop creativity and imagination, muscle control, color concepts, release for feelings and an increase in self-awareness, and reading and writing readiness.

Twice a week, pre-kindergarten students have an opportunity to work on gross motor development in the gymnasium. Physical education instruction guides the children in

activities such as tumbling, movement, ball techniques, gymnastics, body awareness, and cooperative play. Appropriate activities, such as freeze dance and movement games, are also included in the classroom. Every day, weather permitting, free play on the playground is a part of the children's schedule.

Communication and Reporting Student Progress

A healthy home-school connection is vital to a successful pre-kindergarten year. A weekly blog is posted online each Friday. The blog gives a summary of the current week's activities and upcoming school/classroom events. Pictures of the children participating in activities, field trips and special events are also posted.

Parent-teacher conferences are held twice a year, in November and February. During these conferences the parents and the teacher work together to establish goals for their child and to discuss social/emotional development and academic progress. Individual conferences can also be scheduled with the teacher before or after school. Teachers can always be reached in person before school at drop-off, after school at pick-up, by telephone, and by e-mail.

Sample Daily Schedule for Pre-Kindergarten

A daily schedule is an important element of the program because children need consistency and to feel comfortable with a routine. To accommodate the needs of students, our schedule is adjusted during the year, however, a typical day may look something like this...

- 8:15 AM Free Play
- 9:00 Morning Meeting
- 9:20 Snack
- 9:40 Circle Time
- 10:00 Free Play
- 10:30 Centers
- 10:45 Recess (outside, weather permitting) or Special
- 11:15 Music and Movement
- 11:20 Whole group phonics/math activity
- 11:30 Lunch or dismissal
- 12:00 Recess (outside, weather permitting)
- 1:00 PM Circle time activity ranging from reading stories, to learning Spanish, to Weekly Reader
- 1:30 Nap
- 3:00 Dismissal

Junior Kindergarten (Age 4)

Junior kindergarten students learn through hands-on activities presented in individual, small and large group settings. Each child is challenged on his or her level, and each child feels successful in his or her own learning.

Academic skills and concepts are presented to the children in a fun, natural, meaningful way. In addition, each child's social and emotional needs are addressed during both structured and unstructured classroom activities.

Junior kindergarten students must be 3 years old by September 1 and be toilet trained.

The Junior Kindergarten Day

Junior kindergarten is a five day a week program that runs from 8:30 to 11:30 a.m., with an option to stay until 3:00 p.m. Academic activities are introduced in the morning and are integrated with enrichment activities in the afternoon. For families who need full-day care, an Extended Day Program is offered from 3:00-6:00 p.m. Mornings from 7:30 a.m. until the beginning of school, there is a designated room with supervised activities for all Lower School students arriving early.

Junior kindergarten is taught by an experienced, certified Early Childhood Education teacher and is supported by assistants with early childhood backgrounds.

Reading, Writing and Mathematics

Students participate in a variety of activities to help them learn reading and writing skills, including learning to recognize upper and lower case letters, letter sounds, rhyming words, syllables, and learning to break words into individual sounds. They also keep a journal where they dictate stories, sounding out words with assistance or writing on their own using phonetic spelling.

Each morning, students help read and write a morning letter. This is a process where teacher and students "share the pen." They complete sentences about the date, weather, and other daily news. Children actively learn days of the week, months of the year, and number recognition. Students are also introduced to and practice the **Zoo Phonics** program, which associates individual letter sounds with both an animal and an action. It helps the child connect the sound with the letter and addresses children's different learning styles.

Students are given many opportunities to use manipulatives to learn about geometric shapes, sorting, patterns, numbers, measurement, and addition and subtraction. The class works together to gather information to complete pictographs and bar graphs. Concepts such as these are reinforced during our daily activities throughout the year.

Three centers—math, fine motor, and language arts—provide hands-on learning that relates back to a current theme. For example, in the language arts center, the students may be working on sequencing a story. Each student will be sequencing the same story, but one may be writing words to go with the pictures on his/her own using phonetic spelling, another child may be copying words, and another may be only using the pictures to sequence the story.

Small group time allows teachers to focus on each child's developmental level. For example, one small group of four or five students might be playing letter bingo, while another group is having guided reading. Children are continually being informally assessed and often move between groups when they are ready.

Science and Social Studies

The junior kindergarten program is organized around a number of different themes or units of study, which blend the science and social studies curriculum, language arts, and math activities. The units typically last from one to three weeks. We plan a number of field trips to help learn more about these topics first-hand. This is also just one opportunity for parents to come into the classroom to share their own expertise in an area.

Social/Emotional Development

Social interactions with peers are fostered to provide building opportunities for social skills such as cooperation, sharing, taking turns, problem solving, respect for others, and appreciation and acceptance of individual differences. In addition, we encourage children to think independently, to follow school rules and procedures, to value the opinions of others, and to follow directions. Social skills taught in our pre-kindergarten are continued in junior kindergarten.

Children learn how to be a “Roycemore STAR”—Safe, Trustworthy, Appropriate and Respectful—through puppet shows, modeling, books and discussion.

Junior Kindergarten (Age 4)

Music, Art & Movement

In the classroom and on the playground, children have daily opportunities for music, movement, physical activity, and art.

Students have formal music instruction twice a week with the music teacher, as well as informal classroom instruction. Music includes use of instruments, exploration of movement, rhythm, and singing songs together.

Art is provided within the junior kindergarten classroom. A variety of materials are available to work with, both independently and in groups. The materials provided develop creativity and imagination, muscle control, color concepts, release for feelings and an increase in self-awareness, and reading and writing readiness.

Twice a week, junior kindergarten students have an opportunity to work on gross motor development in the gymnasium. Physical education instruction guides the children in activities such as tumbling, movement, ball techniques, gymnastics, body awareness, and cooperative play. Appropriate activities, such as freeze dance and movement games, are also included in the classroom. Every day, weather permitting, free play on the playground is a part of the children's schedule.

Communication and Reporting Student Progress

A healthy home-school connection is vital to a successful junior kindergarten year. A weekly blog is posted online each Friday. The blog gives a summary of the current week's activities and upcoming school/classroom events. Pictures of the children participating in activities, field trips and special events are also posted.

Parent-teacher conferences are held twice a year, in November and February. During these conferences the parents and the teacher work together to establish goals for their child and to discuss social/emotional development and academic progress. Individual conferences can also be scheduled with the teacher before or after school. Teachers can always be reached in person before school at drop-off, after school at pick-up, by telephone, and by e-mail.

Sample Daily Schedule for Junior Kindergarten

A daily schedule is an important element of the program because children need consistency and to feel comfortable with a routine. To accommodate the needs of students, our schedule is adjusted during the year, however, a typical day in junior kindergarten may look something like this...

8:15 AM	Free choice
9:00	Morning Meeting
9:20	Snack
9:40	Circle Time
10:00	Centers
10:20	Small groups
10:40	Recess (outside, weather permitting)
11:00	Gym or music
11:30	Lunch or dismissal
12:00	Recess (outside, weather permitting)
1:00 PM	Circle Time
1:30	Quiet Time
2:15	Theme-based activities and free play
3:00	Dismissal

Kindergarten

The kindergarten program is taught by an experienced and certified Early Childhood Education teacher, and is supported by an assistant with an education background.

Roycemore's kindergarten is a full-day program, from 8:25 a.m. to 3:00 p.m. From 7:30 a.m. until the beginning of school, there is a designated room with supervised activities for all Lower School students arriving early.

Kindergarten students must be 5 years old by September 1.

Morning Meeting

Morning meeting is a very important part of the kindergarten day. During morning meeting we review the daily schedule, pick jobs, and learn and review their WOW words. Our calendar time is full of math skills as the Kindergarten Kids learn to count, skip count, extend patterns, report weather and the temperature, use tally marks, and use place values.

Kindergarten

Lastly, morning meetings are time to come together as a class and discuss social skills and work through the Hazeldon No Bullying Program. It is a safe place to share ideas and ask for help to solve problems.

Reading

The goal of the reading program in kindergarten is for students to become confident, proficient readers who LOVE to read! Kindergarten students are surrounded by literature in the classroom. Books are read daily and through teacher-led activities, students learn and review story elements (author, illustrator, genre, characters, setting). Kindergarten students also take weekly visits to the Lower School library, where they browse and check out a book of choice. During literacy block, students work independently and in small groups to complete assigned activities. During this time, the assistant teacher will work with a small group of learners teaching direct phonics instruction. The lead teacher will pull groups of students for guided reading practice.

Guided reading in kindergarten is conducted one-on-one or in small groups using books with predictable and decodable text, books containing a large number of sight words, specially leveled books, or trade books.

Writer's Workshop

Writer's Workshop incorporates mini-lessons, examples of literature styles from popular read-alouds, an opportunity to express thoughts, editing process, and a share time. Students are guided through the writing process using creative and open-ended questions and prompts. Every child is given the opportunity to share his/her work throughout the week in the author's chair.

Manuscript handwriting is taught and practiced in kindergarten using the **Handwriting Without Tears** program. The manuscript handwriting style is the letter style that is most often used in early elementary reading books as well. The proper writing techniques are accompanied with catchy verbal prompts that helps the writer when forming letters (such as "d" is magic c, helicopter up, up, up, and back down bump).

Kindergarten is an exciting year because it is a time that your child will be introduced to or grow into reading and writing.

By encouraging your child to work with you at home, you will aid in making him or her excited about reading and writing.

QT (Quiet Reading/Writing Time)

This is quiet time when students may rest. Soft music is played, the lights are dimmed and children are encouraged to read a book or write in their QT notebooks. Some afternoons the teacher reads from a chapter book or the students read and complete activities from *Scholastic* magazine. As the year progresses, QT becomes shorter in preparation for first grade.

Math

Roycemore uses the **Everyday Mathematics** program to encourage natural exploration of numbers, patterns, addition, subtraction, probability, measurement, graphing, time, money, and estimation. Through the children's involvement in small and whole group activities, a firm understanding of mathematical concepts is developed. The Everyday Mathematics program uses a lot of hands-on games that can be differentiated for all learners, and the program provides a solid foundation for elementary mathematics.

Science

Science is integrated into the curriculum through independent discovery as well as small and whole group activities. Students are provided with opportunities for learning in physics, chemistry, biology, geology, and astronomy. Activities and displays in the room help students develop a sense of awareness, develop observation and discrimination skills, develop concepts through first-hand experience, develop respect for environment, and learn to care for their own bodies, plants, and animals.

Social Studies

The purpose of Social Studies in kindergarten is to introduce students to a new idea and to relate it to their world and experiences. Through the study of important events, people, holidays, cultures from around the world, and through our Flat Stanley project, students will develop a sense of self, family and others, community awareness, cultures and tradition, and more.

Every week one kindergartener will be the news reporter. He or she will be asked to look through the newspaper,

Kindergarten

reputable magazine or Internet site to find a news article that he or she would like to share with the class. This weekly lesson allows the Kindergarten Kids to recognize “real” news and relate the news to their lives.

Fine Arts

Drama is incorporated into all areas of study and provides opportunities for social and communication skills development, comprehension, increase in understanding of specific academic concepts, memorization of short stories or poems, and language and problem solving skills to promote healthy social interaction. Students have formal music instruction twice a week with a music teacher, as well as informal classroom instruction. Music includes use of instruments, exploration of movement, rhythm, and singing songs together. Music and movement are used to enhance the academic program.

Art is provided in the kindergarten classroom. A variety of materials are provided to develop creativity and imagination, muscle control, color concepts, release for feelings and an increase in self-awareness.

Integrating Technology

Students have the opportunity to use computers during small group time in the classroom and they visit the computer lab frequently. Educational games supporting literacy and math, as well as art programs, are provided for their use.

Homework

Kindergartners have nightly reading homework in the form of a leveled reader sent home in their book bags. There are also monthly homework assignments. All homework is designed to enhance the curriculum and teach responsibility. Supplemental activities can be obtained for those who need a challenge or support.

Physical Education & Recess

Twice a week, kindergarten students work on gross motor development in the gymnasium. Physical education instruction guides the children in activities such as tumbling, movement, ball techniques, gymnastics, body awareness, and cooperative and competitive play. The children also go outside for recess every day that weather permits.

Communication & Reporting Student Progress

A home-school connection is vital to a successful kindergarten year. Each student has a take-home folder that goes home daily and needs to be returned the next morning. It is expected that parents look in the folder each day for notes, flyers, etc. In the same manner, it serves as a holder for any communications from home to the school or teacher. A weekly newsletter (K-News) is posted to the kindergarten blog. This newsletter gives a summary of the current weeks' activities and upcoming school/classroom events. The blog also showcases iMovies, voice threads, podcasts and photos.

Parent-teacher conferences are held twice a year, in November and February. Individual conferences can also be scheduled with the teachers before or after school. Teachers can always be reached in person before school at drop-off, after school at pick-up, by telephone, and by e-mail.

Sample Daily Schedule for Kindergarten

A daily schedule is an important element of the kindergarten program. Students need to feel consistency and to be comfortable with a routine. To accommodate the needs of students and our special classes, our schedule is adjusted at times. However, a typical day in kindergarten may look something like this...

8:10 AM	Table Time - Turn in folders and reading bags
8:30	Carpet Time - Jobs, schedule read aloud story
9:00	Snack/library time
9:30	Calendar, question of the day, take home bags
10:15	Weekly WOW Word activity
10:30	Centers, French or poetry
11:00	Whole group learning, gym class or centers
11:30	French, free choice or math
12:00 PM	Lunch and recess
1:00	Read aloud story
1:10	QT
1:40	Music class, Math or free choice
2:00	Math, free choice, library or Treasure Box
2:55	Pack up
3:00	Dismissal

Grades 1-4

The Lower School strives to reflect the school's mission of Inspiring Excellence and Celebrating Individuality. Our main goal is to assure an excellent college-preparatory education for our students, with a successful transition to Middle School. Differentiation of instruction ensures that all students are challenged at their own levels of achievement. Character education is taught and emphasized throughout the school day.

The Lower School Day

The school day runs from 8:25 a.m. to 3:00 p.m. From 7:30 a.m. until the beginning of school, there is a designated room with supervised activities for all Lower School students arriving early.

The core curriculum is taught by the classroom teacher. Students also receive instruction in French, art, music, physical education and library skills from specialized faculty.

Reading and Writing

Reading is taught through a combination of phonetic instruction and whole language, which emphasizes comprehension and critical thinking. Students continue the direct instruction and reinforcement of phonics, introduced in pre-kindergarten, through second grade. Guided Reading is used to instruct and emphasize important reading strategies. Novel studies begin in first grade, with an emphasis on the elements of literature, story structure and critical thinking. Individual silent reading for pleasure and reading in the content areas are also stressed.

Writing is an important part of the language arts program. In Grades 1-4, students explore a variety of writing formats, including creative writing, narratives, expository writing, biographical sketches, book reports and poems. Paragraph construction and the writing process are emphasized.

Mathematics in Lower School

Mathematics is taught through hands-on activities using manipulatives, construction, games and computers, with pencil and paper reinforcement to build basic mathematical concepts, problem solving, applications, and computation. Instruction occurs through whole class grouping, small

groups, and on an individual basis. Through differentiation, students are challenged at their own levels of mathematics achievement.

Social Studies and Science

Laboratory science is taught through age appropriate and stimulating hands-on experiments, where students develop an understanding of the scientific process of experimentation, exploration and problem solving. Writing is integrated as students report on their findings.

All social studies and other science units are taught through integrated units where students apply language arts, mathematical skills, and art. Literature is used to enrich the units, and students are taught research skills and encouraged to apply this knowledge to expand what they have learned in class. While each grade level has their own specific units, teachers are also given latitude to develop units that follow student interest.

Integrating Technology

We believe that technology is an important educational tool that is fundamental to the learning process. In the Lower School, computer and technology lessons are integrated into classroom instruction whenever appropriate. Students use computers, both in their classroom and in the computer lab, as tools for word processing, communication, research, presentations, creative expression, podcasts, digital photography, and many other projects. Classroom teachers work closely with the Technology Coordinator to plan these lessons, and computer skills are taught alongside the core curriculum. Using technology in a responsible and safe way is emphasized at all grade levels.

Homework

Homework is determined by each teacher. A good rule of thumb is 10-15 minutes of homework per grade level per evening. Grade 1 might have 10-15 minutes a night, while Grade 4 might have 40-60 minutes. Homework is assigned regularly for review, reinforcement and to develop responsibility in preparation for the greater homework demands of Middle School. Nightly reading is an expectation in all grades.

School–Parent Communication

Parent-school communication is encouraged to form a partnership to help inspire excellence in each student. A formal grading system is not used in Lower School. Checklists and written narratives describing progress in the areas of reading/language arts, mathematics, social studies, science, French, physical education, art and music are provided in November, February, and June. Day or evening parent-teacher conferences are scheduled in November and February. A Culmination/Showcase Night in May allows parents to see examples of their children’s work that has been saved over the course of the year.

Teachers provide weekly newsletters, e-mails or blog posts describing what took place that week in the classroom. The Lower School Division Head also sends out a weekly e-mail to inform parents of what is happening in Lower School as a whole. Informally, teachers can always be reached in person before school at drop-off, after school at pick-up, by telephone, and by e-mail.

Opportunities for Expression in the Arts

Participation in the fine arts is important for the development of a well-rounded student. The staff includes teachers who specialize in the instruction of music and visual arts. Lower School students attend art class two times a week and music class three times per week. Every Lower School student has a piece of his or her artwork selected for display in the Young Evanston Artists (YEA) festival held in Evanston each spring.

Students also have many performance opportunities. Lower School Chorus is offered as part of the regular curriculum. Students sing, dance and/or play instruments for Grandparents’ Day, Winter Program, and the annual Lower School Musical. They also participate in dance, tumbling and athletic demonstrations at Palio, one of the longest-standing traditions of the school.

The Role of Physical Education

Physical education is required of every student, and classes are taught by teachers specifically trained in the field. In First to Fourth Grade, students attend gym class every day to develop and maintain a suitable level of physical fitness, to encourage good sportsmanship and teamwork, and to

learn skills and rules for a variety of team sports and games. Dance/tumbling is introduced beginning in third grade.

Foreign Language for Elementary Schools

The study of French is included in our program for kindergarten through Grade 4. The Foreign Language for Elementary Schools (FLES) program is designed to provide young learners with an oral/aural exposure to the language and culture of other countries. The program employs conversation-based instructional methods. While students develop listening and speaking skills, the goal is not to develop fluent speakers. Rather, the focus is on providing an enjoyable experience which will help students become more facile language learners when they begin the more traditional study that is available in Grade 7. The program is guided by a specialist teacher who works with each class.

Standardized Testing

Students in Grades 2 through 4 take the Terra Nova Achievement Tests each spring. Reporting of the test is sent home with the end of the year progress reports for Grades 3 and 4. For students in Grade 2, this is only a practice to acquaint them with the testing procedures without the stress of the results being reported. There is no standardized testing below second grade.

Lower School Clubs

For students in Grades 1-4, several after-school activities are offered each year to 3:50 p.m. Besides being fun, they enhance the school's curriculum and involve socialization, higher-order thinking skills, and following directions.

The clubs offered vary from year to year, depending on interest and volunteer availability. This year, Computer Club explored many exciting activities, including video chatting with students from other schools. Drama Club was led by a parent with extensive theater experience. Model Building/Lego Club utilized several parent volunteers to help students with models and other educational construction projects. A new club, Mandarin, was offered by a parent who was a Mandarin instructor at Northwestern University. Teachers also sponsor Games Galore and Running Griffins, which alternates activities depending on the weather.

Character Education

Character education is an integral part of the Lower School. The school utilizes the Hazelden No Bullying Program to make students aware of the damaging effects of teasing and exclusion from play. A social skill of the month is introduced to emphasize how children are expected to act. Every Monday, the whole Lower School meets together to instill a sense of community, to discuss social skills, and to give out “Way to Go” awards, which are certificates that celebrate and reward good behavioral choices. These may be given by a teacher or another student who witnesses children following the precepts of the school. Also, there are individual class meetings where students gain a sense of community, responsibility and caring for others.

Children learn how to be a “Roycemore STAR”—Safe, Trustworthy, Appropriate and Respectful—through puppet shows, modeling, books and discussion.

Kindness Week takes place at the beginning of the school year to help children understand that kindness to others is valued and expected in Lower School.

Lunch Program

A hot lunch is prepared at school by ARAMARK Food Service and is provided to all students, with the cost included in the annual tuition and fees. Pre-kindergarten, junior kindergarten and kindergarten students who stay for the all day program eat in a small dining room where they are served a vegetable and then can choose from two entrees or a sandwich, milk, water and fresh fruit for dessert. Students in Grades 1-4 participate in a cafeteria style lunch where they may choose from at least two entrees, salad bar, sandwiches, soup, milk, water and fresh fruit for dessert

Before and After School Care

Roycemore's Extended Day Program (EDP) is available for students in pre-kindergarten through Grade 5, for an additional fee. EDP provides socialization, outdoor and indoor physical activities, enrichment and snacks. A quiet homework room staffed with college student aides is also available. EDP begins at 7:30 a.m. for students who arrive early and goes from after school until 6:00 p.m. The Extended Day Program is also available during some vacation periods.

Summer Programs: Day Camp & Discovery Unlimited

Discovery Unlimited is Roycemore's enrichment program for students in pre-kindergarten through Grade 9 who are gifted, talented or highly motivated. Roycemore teachers provide hands-on learning experiences in small classes. The program runs for 2 3-week sessions during the summer, mornings only from 8:30 to 11:30 a.m.

In addition, Roycemore's recreational summer day camp is for boys and girls between the ages of 3 and 12. Activities are supervised in a professionally created environment where children can make safe, interesting and independent choices. Students may attend for a week at a time or all nine weeks. Swimming instruction is provided at Evanston's McGaw YMCA twice a week for eight weeks (during the afternoon sessions only).

Bus Service

Roycemore has its own fleet of school buses and licensed drivers to offer students door-to-door bus service throughout most of the Chicago metropolitan and north suburban areas. Bus service availability and cost is determined by location.

Lower School Faculty & Staff

Headmaster - Joseph A. Becker

42 years at Roycemore; 34 years as Headmaster.
BS - Northwestern University

Lower School Division Head - Melinda Orzoff

25 years at Roycemore. BA - Roosevelt University;
MEd - National College of Education

Pre-Kindergarten - Abby Saxon

1 year prior experience. BA - University of Wisconsin
at Madison

Pre-Kindergarten Assistant - Nicole Mikels

1 year at Roycemore. National Louis University

Junior Kindergarten - Judy Wahl

5 years at Roycemore. BA - Loras College

Junior Kindergarten Assistant - Jessica Schultz

1 year prior experience in Berwyn. BA - University of Iowa;
MA - National Louis University

Kindergarten - Shelley Brown

7 years at Roycemore. BS - Miami University

Grade 1 - Elysia Sheehan

5 years at Roycemore. BS - DePaul University;
MEd - DePaul University

Grade 2 - Lindsay Becker

1 year at Roycemore. BS - Ohio State University; advanced
study University of Toledo

Grade 3 - Patricia Malkinson

6 years at Roycemore. BA - Knox College

Grade 4 - Jeffrey Giles

38 years at Roycemore. BA - National College of Education

Extended Day Program and Summer Camp

Coordinator - Dea Beaugrand-Place

37 years at Roycemore. Child Development Certificate -
Oakton College

Extended Day Program - Juanita Hernandez

33 years at Roycemore. AA - Kendall College

Art, Reading & Librarian - Annette O'Donnell

8 years at Roycemore. BA - Loyola University;
MA - North Park University

French - Trina Burek

13 years at Roycemore. BA - University of Chicago

Music - Matthew Hunter

1 year at Roycemore. BMed - Michigan State University

Physical Education - Robert Linkhart

35 years at Roycemore. BS - Indiana University;
MA - Northwestern University

Physical Education - Jessica Wunder

37 years at Roycemore. BA - Purdue University

Physical Education - Ilan Ben Sira

3 years at Roycemore. BEd - Zinman College at Wingate
Institute, Israel

Technology Coordinator - Beth Shutters

5 years at Roycemore. BS - University of Illinois at
Champaign-Urbana; MEd - National Louis University

Learning Assistance - Merle Passis

10 years at Roycemore. BA - Roosevelt University;
MEd - National Louis University

Consulting Psychologist - Jay Einhorn

14 years at Roycemore. BA - Goddard College;
MS - Southern Connecticut State College;
PhD - Illinois Institute of Technology

Tuition & Fees 2012-2013

<u>Grade</u>	<u>Tuition & Fees*</u>
Pre-K & Jr K (to 11:30)	\$ 8,700
Pre-K & Jr K (to 3:00)	\$14,100
Pre-K & Jr K (to 6:00)	\$17,900
Kindergarten (to 3:00)	\$15,550
Kindergarten (to 6:00)	\$19,350
Grade 1 (to 3:00)	\$16,350
Grade 1 (to 6:00)	\$20,150
Grade 2 (to 3:00)	\$17,100
Grade 2 (to 6:00)	\$20,900
Grade 3 & 4 (to 3:00)	\$18,800
Grade 3 & 4 (to 6:00)	\$22,600

* Annual mandatory fees are included for the hot lunch program, supplies, general field trips, activities, and classroom materials.

Extended Day Program charge is the same for the period from 3:00 to 6:00 regardless of the exact departure time.

School Bus

Rate depends on distance from the school. One way ranges from \$2,605 to \$3,880 per year; round trip ranges from \$4,440 to \$7,160 per year.

Special Testing and Tutoring

Individual Learning Assistance - \$105 per clock hour
Small Group Learning Assistance - \$88 per clock hour

Financial Assistance

Limited financial assistance is available. Please request an application from the Admissions Office.

Alternative Payment Plans

Annual, semi-annual and 9-month plans are available.

Tuition Assistance

Families interested in applying for financial assistance should inform the Director of Admissions, who will provide an application form. Information is kept strictly confidential. Financial status and application for tuition assistance are not factors in the admission decision.

Financial aid is awarded to families on the basis of need, as determined by the School and Student Service For Financial Aid (SSS) and supplemented by information from each family's Federal Income Tax Return (Form 1040). SSS, a service owned by the National Association of Independent Schools, provides schools only with information and guidelines. These are used by Roycemore's Financial Aid Committee to make financial awards fairly and equitably.

A family must reapply for financial aid each year. The grant will usually be renewed, providing that the student remains in good standing at Roycemore. A significant change in a family's financial profile may result in a different aid decision.

Contact the Admissions Office at 847-866-6055 if you have questions regarding Financial Assistance.

Parent Ambassadors

The Parent Ambassador program was established to encourage and facilitate parent involvement at Roycemore, to build a network of knowledge about the parent community, and to help ease the workload for teachers and administrators. Coordinated by the Division Heads, at least one parent is identified every year for each grade level. Parent Ambassadors make and maintain contact with each family in their class. They assume responsibility for recruiting volunteers when requested by teachers and Heads. They communicate to the school suggestions that might have been made by other parents in their class. They also help other parents understand the pathways to becoming involved on a larger scale.

Supporting Roycemore

Roycemore families are active participants in the educational process. Their positive effort, cooperation and understanding allow the school to be effective in our mission. Teachers are inspired to even greater efforts as they observe parent involvement and feel their support in the educational process.

Your involvement in your child's education and school activities demonstrates to them the importance of education. Opportunities for parental involvement at school include helping in the classroom or with after-school clubs, accompanying teachers on field trips, sharing family traditions in class, and bringing food for receptions at school events and bake sales.

Equally important, your charitable giving to Roycemore is critical to make up the difference between the income provided by tuition and fees and the actual costs of maintaining the school's unique blend of small class size, differentiated instruction, individual attention, diverse student body, and wide range of educational opportunities. The Annual Fund is the fund raising effort that provides the charitable gifts that are necessary to assure the school's Margin of Excellence. The school strives for 100% participation from its parents, alumni and friends.

Getting to Roycemore

CTA

On the Red/Purple Line, the Davis Street “L” station is located on Davis and Benson in downtown Evanston, 2-1/2 blocks east of Roycemore School at Davis and Ridge. CTA bus #201 runs on Ridge Avenue with a stop in front of the school.

Metra

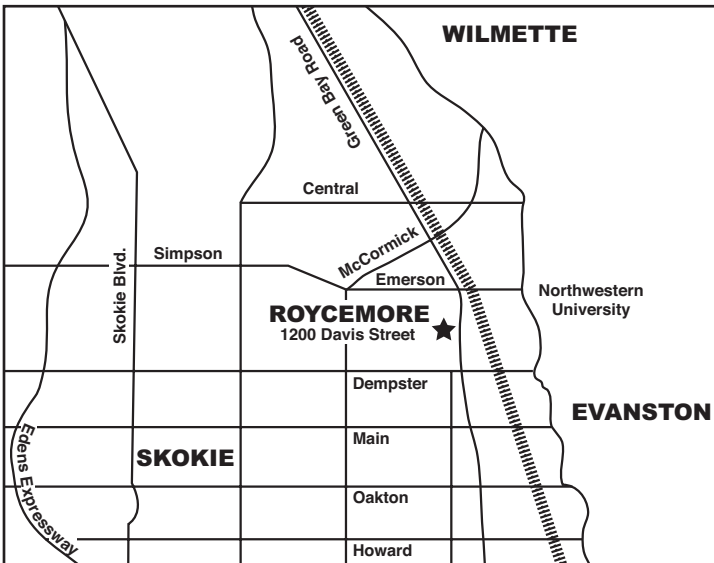
On the Union Pacific North line to Kenosha, the Davis Metra station is located at Davis and Benson Streets in downtown Evanston, 2-1/2 blocks east of Roycemore School at Davis and Ridge.

Pace Bus

The #250 bus westbound to O’Hare airport stops in front of the school on Ridge; the #250 east bound to the Davis Street station stops at Davis and Oak, one block east of the school.

Driving

The school’s parking lot may be entered off Davis Street, which is one way headed west at that point. Suggested access is via Ridge, either north or south of Davis.



School Calendar 2011-2012

August 30	First day of classes - 2011-12 school year
September 5	NO SCHOOL - Labor Day
September 29	NO SCHOOL - Rosh Hashanah
October 10	NO SCHOOL - Columbus Day
November 23-25	Thanksgiving Break
Dec. 19-Jan. 2	Winter Break
January 16	NO SCHOOL - Martin Luther King Day observed
February 3	NO SCHOOL - Institute Day
February 6	NO SCHOOL - Institute Day
April 2-9	Spring Break
May 28	NO SCHOOL - Memorial Day
June 1-5	Final Exams
June 6	NO SCHOOL - Institute Day
June 7	Awards & Eighth Grade Commencement
June 8	Twelfth Grade Commencement
June 11	Summer Camp begins
June 18	Discovery Unlimited begins

Admissions Open House Dates

Sunday, February 19	1:00-2:30 p.m.
Tuesday, March 13	8:30-10:00 a.m.
Tuesday, April 17	8:30-10:00 a.m.
Tuesday, May 15	8:30-10:00 a.m.

Questions? Contact Director of Admissions Amanda Avery at 847-866-6055, or via e-mail at aavery@roycemoreschool.org.



Roycemore School
Inspiring Excellence – Celebrating Individuality

1200 Davis Street - Evanston, Illinois 60201
847-866-6055 - 847-866-6545 fax - roycemoreschool.org