



Application and Lottery Process

Application Process

1. Receive an application and fill it out in its entirety.
2. Applications will continue to be accepted throughout the year.
3. Attend an observation and orientation meeting between October and January to make sure our program is consistent with your family's beliefs and philosophy concerning education (not required for 2009-2010).
4. Applications received after the last Friday in February will be enrolled if spaces are available, or will be added to the waiting list after the lottery (when applicable) has taken place.
5. If your child is identified for enrollment, either if spaces are available or through the lottery process, you will receive an Enrollment Packet prior to enrollment.

Lottery Process (when necessary)

1. The lottery will be conducted by March 15th, if applicable, at Community Roots School or another designated location.
2. The lottery will be conducted by an impartial third-party.
3. The lottery is a public meeting and you are welcome to attend.
4. If there are more applicants than spaces available in a given classroom, a lottery will be held for that classroom.
5. Any child who currently attends Community Roots, will not be subject to the lottery.
6. Children with a sibling already enrolled at Community Roots School will be automatically enrolled, unless there are more siblings than spaces available. In that event, siblings will be in the lottery as a separate group.
7. If a sibling is chosen in the lottery, all other siblings will be given preference if spaces are available.
8. The lottery drawing will rotate in choosing applicants for applicable classrooms. Names will be drawn from oldest to the youngest classrooms, when applicable.



Student Name _____ Nickname _____
 Date of birth _____ Grade entering _____ Gender M F
 School District _____ Current School _____
 Language Spoken _____ Language Read _____

Additional applicant students in your family?

Name _____ Grade _____
 Name _____ Grade _____

Please complete an enrollment application for each student.

Parent/Guardian #1 _____ email _____
 Address _____

Daytime phone _____ Evening _____ Cell/other _____
 Employer _____

Parent/Guardian #2 _____ email _____
 Address _____

Daytime phone _____ Evening _____ Cell/other _____
 Employer _____

Has your child had experience in a Montessori Classroom before? Y N

If yes, at what age(s)? _____ Where did they attend? _____

How did you hear about Community Roots? _____

Describe your child's learning style. Please consider his/her motivation, ability to follow classroom rules, interest in working independently or collaboratively, etc. _____

Are there any special concerns for your child that you feel we should be aware of? _____

If available, would your family be interested in before or after care? Before After Neither

Why do you feel that a Montessori education/environment is right for your child? _____

Office use
Date received:

NOTE: Please read the attached article before answering the following questions.

What role do you see yourself playing in your child's education at home and at school? _____

At home how do you encourage your child's growing independence? _____

What limits/expectations in child guidance are particularly important to your family? _____

What are some of your families favorite activities (individually and together as a family)? _____

How would you communicate your concerns if you have a problem with the school? _____

3rd grade students and above (please handwrite): Tell us about one of your best learning experiences (in school or out!).

Please share one quality experience or learning that you hope your child will embrace during his or her time at Community Roots School. _____

I certify that the information provided is true and correct to the best of my knowledge.

Parent/guardian signature

date

Parent/guardian signature

date

**Return to: Community Roots School • 12465 Meridian Rd. NE, Mt. Angel, OR 97362
Phone: 503.634.2440 • crmontessori.org**

Is Montessori For You?

Underlying the Montessori curriculum is a fundamental belief that each child has an instinctive and spontaneous desire to learn and that self-motivation is the only true impulse to learning. In the Montessori classroom, individual responsibility for behavior, along with respect for people and property accompanies the freedom that students enjoy. In collaboration with observant teachers who assist with goal-setting and assure steady achievement, children move themselves toward learning: They learn at their own pace and pursue materials and topics that are of interest to them. To be successful, entering students must be able to learn to make choices, cooperate with peers, develop and maintain a sense of order, demonstrate self-discipline, function independently, and participate non-competitively in a classroom community. They must also find intrinsic satisfaction in work well done instead of seeking extrinsic rewards or pats on the back. Students whose learning style is primarily auditory, visual, or kinesthetic will find many stimulating and appropriate activities at The Community Roots School. Students who are highly distractible may find our environment too stimulating for their learning needs.

Montessori Philosophy

The Montessori educational program is based on the philosophy and methods developed 100 years ago by Dr. Maria Montessori. The basic principles of these theories are as follows:

- Every child begins life with an inner drive to explore and discover the world around her. This innate curiosity will lead to productive learning if given the proper environment, resources, and guidance.
- Academic, social, and emotional development are interdependent; education must center on the development of the whole child.
- Learning is most productive when self directed and founded on individual interest.
- In younger children, learning is most effective when it takes place through direct sensory experiences and interaction with objects in their natural context.
- Cognitive development follows a predictable progression from the concrete to the abstract. There are specific moments when each child is most ready to develop and acquire certain skills. Educators must understand these levels and introduce material at appropriate times.
- Information should be presented in a pattern of whole-to-part, and integrated through interdisciplinary study, so students can place it in context and understand how things are related.
- Learning can be enhanced and applied, especially in later years, by going out into the community. Implemented together as a comprehensive methodology, these principles form a foundation for motivated learning and high achievement, thus meeting our mission to produce graduates who reach their full academic potential and are self-reliant, productive citizens.
- Pedagogy and learning materials are the most compelling difference between Montessori schools and other schools. Although the basic academic content of the curriculum is the same, the following elements are key to a Montessori classroom: distinctive Montessori materials, the prepared environment, teacher's role, individual learning contracts, long, uninterrupted work periods, interdisciplinary approach, multi-age classrooms and enhanced curriculum.

The Montessori Materials

Carefully designed materials are at the heart of a Montessori classroom. Each material embodies a particular concept or skill but addresses many levels of understanding, beginning with the concrete and moving to the abstract. Many materials are self-correcting and provide students with feedback, thus reinforcing autonomy, confidence, and self-motivation. Used in the non-competitive classroom, the materials allow each child to develop at his or her own rate. Extensive written materials and available computers support the Montessori emphasis on research using both primary and secondary sources of information. Concepts are introduced with a "key experience" lesson from the teacher. Learning is reinforced as students work with sequenced materials and record or expand upon their activities in written form.

The Prepared Environment

Dr. Montessori created what she called the "prepared environment," designed to encourage self directed learning. The classroom is arranged in learning areas, with clusters of student sized tables and open areas for floor work. Shelves of materials pertaining to a particular area of study surround each learning area. The materials are arranged systematically and in developmental sequence. Students are free to move about the classroom choosing resources and working individually or in small groups as they pursue their work plan.

Teachers and Their Roles

At The Community Roots School, each classroom of 27-30 students has both a teacher and a trained assistant. Montessori teachers are rarely the center of attention in the classroom. Instead, the teacher is one source of information among many and the focus during work times is on each student working at his or her challenge level. The teachers prepare the environment, observe the children carefully to determine skill levels and readiness, offer appropriate activities, and facilitate the process of "learning how to learn." Montessori teachers also actively model appropriate, respectful behavior and positive conflict resolution. Class meetings are held weekly and decision-making follows a consensus model.

Enhanced Curriculum

The Montessori Scope and Sequence and the Oregon Curriculum Standards have been aligned to ensure full coverage of both curricula. The Montessori elementary curriculum strongly emphasizes math and language, then uses them to study other subjects including anthropology, astronomy, biology, chemistry, economics, geography, geology, government, history, philosophy, physics, political science, and sociology. Subjects like art, music, and foreign language are part of the integrated Montessori prepared environment.

Long Uninterrupted Work Periods

Whole-class instruction time is minimal; the school day is structured to allow students to spend long blocks of time on work that they choose within the framework of teacher guidance. This schedule enables students to explore a topic or material thoroughly and to carry it through to completion.

Interdisciplinary Approach

Subjects are not taught in isolation; they are related thematically to each other. Students are taught to use reading, writing, and math as tools for the pursuit of knowledge and skills. This approach motivates students to master the basic skills and use them in understanding material in the content areas.

Multi-age Classrooms

Students are grouped in multi-age clusters spanning three years in the elementary program. Multiage classrooms serve to: maximize curriculum options available to students; encourage cooperation and minimize competition; provide opportunities for indirect learning for younger students; foster self-confidence in students who serve as role models; and provide for long-term teacher/student relationships.

Adapted from Ridgeline Montessori School in Eugene, Oregon.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Community Roots School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school administered programs.