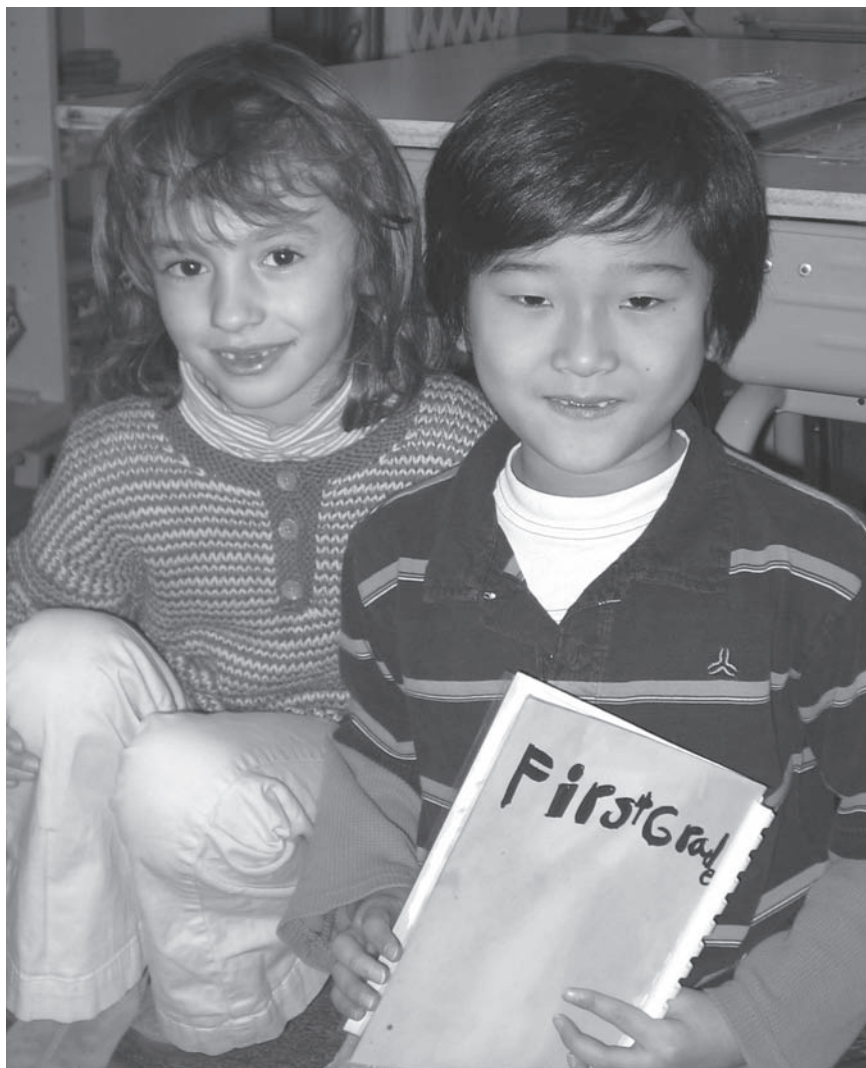


Lower School Guide

2009–2010 School Year



Roycemore School

www.roycemoreschool.org

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**Questions? Contact Director of Admissions
Jessica Acee at 847-866-6055, or via e-mail
at jacee@roycemoreschool.org.**

We appreciate your interest in Roycemore and look forward to working with you as you move through the application process. Applications for junior kindergarten (3 and 4 year olds) 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 www.roycemoreschool.org/admissions.html. Feel free to call Jessica Acee at 847-866-6055 or e-mail jacee@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 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.

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.

Junior Kindergarten (Ages 3 & 4)

Our junior kindergarten program is a mixed age class of three and four year old children. Our small student to teacher ratio provides many opportunities for each child to receive individual attention from the teachers. 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. Pre-reading and early math skills are integrated into a number of different activities throughout the day. 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. For families who need a full-day option, the Extended Day Program for junior kindergarten begins at 11:30. 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. Academic activities are introduced in the morning and are integrated with enrichment activities in the afternoon.

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

Pre-Reading, Writing and Mathematics

Students participate in a variety of activities to help them learn pre-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.

In addition, we encourage children to write by providing a number of different writing activities. These include keeping a journal where they dictate stories, sounding out words with assistance or writing on their own using phonetic spelling. Children also receive direct instruction

Junior Kindergarten (Ages 3 & 4)

on handwriting by “signing in” with a teacher each morning. This is a valuable time to practice correct number and letter formation.

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

Skills and concepts are presented to students in a natural context using fun, meaningful activities. Each morning the children help read and write a morning letter. This is a writing process where the teacher and the children “share the pen.” The children help complete sentences about the date, weather, and other daily news. Calendar skills are incorporated into the morning letter, and the children actively learn patterns, days of the week, months of the year, counting and number recognition.

During large group circle time, students often listen to books linked to the current theme and then participate in a related activity such as a retelling the story using a felt board, putting on a puppet show, or acting out scenes using props. Students are also introduced to and practice the Zoo Phonics program. This is a phonics program that associates individual letter sounds with both an animal and an action. It helps the child connect the sound with the letter and addresses the children’s different learning styles. The Zoo Phonics program is also used for journal writing and other writing activities.

Three days a week the students complete a “center” activity. There are three centers: math, fine motor, and language arts. Centers provide hands-on learning that relates back to the current theme. They are geared to challenge each child at his/her developmental level while furthering understanding of math, language arts and fine motor skills. 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.

Each day, students also work in small groups. Each child is assigned a “job” to do for small group time, and the jobs change daily. They can range from journal writing or playing a leveled math game to expressing their creativity at the art table. Four children’s jobs are to work with a teacher on pre-reading and reading skills. The groups are ability-based and they may change from week to week depending on the children’s learning level. One group may be working on letter identification, while another may be practicing letter sounds, and another group is reading simple books.

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 and vary from year to year so children who are in the program for two years are exposed to different units. Several guest speakers from the community come to the classroom to share their expertise, and we plan a number of field trips to help learn more about these topics first-hand.

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, 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.

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

Junior Kindergarten (Ages 3 & 4)

Additional Learning Opportunities

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. Music and movement are used to enhance the academic program.

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

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 Opening, today's schedule, morning letters

9:20 Snack

9:40 Theme-based circle time and activities

10:00 Centers

10:20 Small groups

10:40 Recess (outside, weather permitting)

11:00 Special (gym or music)

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

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.

Kindergarten Curriculum

Students are introduced to reading, writing, math, science, social studies, music, and art, through thematic units of study. Each unit lasts approximately one to three weeks and varies from year to year. Academic concepts are presented to children in individual, small and large group settings.

A portion of the day is devoted to working in small groups or “centers.” By doing so, we are able to offer a differentiated curriculum, providing students with more individualized attention and challenging each at his or her own level. Teachers also use centers to assess students and monitor their progress.

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.

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. By using instructional leveled text that gradually increases in difficulty, students apply strategies in context and feel successful.

Kindergarten students are also introduced to weekly WOW words or high frequency words. WOW words are words that appear most often in printed materials and learning them is critical to developing fluency in reading. The students read and write the WOW word and add it to their WOW Word Book, as well as to the classroom Word Wall.

Kindergarten poetry enhances the reading program through teacher-led decoding lessons where the children have the opportunity to identify and learn sight words, rhyming words, and participate in choral and echo reading.

Inside the classroom library is the Listening Center. It provides an opportunity to hear a variety of stories read by different people, follow along with the book, and hear special sound effects that enhance the stories.

Writing

Students work in the writing center both independently and in small groups, and respond to teacher prompts based on literature. They develop the skills to write letters, stories, and books, proper pencil grip, differentiation between words and letters and more.

Journals provide the opportunity for students to develop greater independence in writing. Manuscript handwriting is taught and practiced in kindergarten. The Manuscript style mirrors the letter style most often used in early elementary reading books, thereby helping children with visual word memorization of elementary book reading words.

Math

Math instruction includes an introduction to basic math concepts with the use of manipulatives, Drops in a Bucket, and the Math Their Way Program. Through the children's involvement with small and whole group activities, a firm understanding of mathematical concepts is developed. They learn about numbers, counting, graphing, addition, subtraction, time and money.

Kindergarten

Science

Through independent discovery as well as small and whole group activities, the science center provides opportunities for learning in physics, chemistry, biology, geology, and astronomy. Activities and displays in the science center help students develop observation and discrimination skills, concepts through first-hand experience, respect for the 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 develop a sense of self, family and others, community awareness and much more.

Fine Arts

Drama is incorporated into all areas of study. Through role-play, readers theater, and dramatic play, students develop visual discrimination, small and large muscle control, and self-awareness. Drama in kindergarten also 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, and reading and writing readiness. Formal art instruction begins in first grade.

Homework

Kindergartners have nightly reading homework in the form of a leveled reader sent home in their book bags. There are also weekly homework assignments. All homework is designed to enhance the curriculum and teach responsibility. Homework is sent home on Monday and is due the following Friday. There is also an optional homework calendar sent home at the beginning of each month. Supplemental activities can be obtained for students who need a challenge or extra support.

Physical Education & Recess

Twice a week, 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 and competitive play. The children also go outside every day that weather permits. This time is often coordinated with the junior kindergarten and provides an additional opportunity for socialization.

Kindergarten students have the opportunity to use computers during small group time in the classroom and visit the computer lab frequently. Although formal computer skills are not taught, students learn basic operations. Educational games supporting literacy and math, as well as art programs, are provided for their use.

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 sent home via e-mail each Friday. This newsletter gives a summary of the current weeks' activities and upcoming school/classroom events. 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.

Kindergarten

Sample Daily Schedule

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 Dismissals

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 and 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 but throughout the week, students also meet with specialized teachers who provide instruction in French, art, music, physical education, and library skills.

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 junior 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 record the findings to their experiments.

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

Students use classroom computers for writing, research, hands-on learning and reinforcement through the internet and many software programs. Keyboarding is taught in Grades 3 and 4. For whole class instruction, the computer laboratory is regularly available. Specific computer skills, programs and projects are taught by the Technology Coordinator.

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 and/or e-mails 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 different activities that could be done on a computer. Drama Club was led by an assistant teacher

who has experience working at the Harand Drama Camp in Wisconsin. Model Building/Lego Club utilized several parent volunteers to help students with models and other educational construction projects. A new club, Creative Cooking and Crafts, was offered by two Lower School teachers. 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.

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 fees. 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 fruit or 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 fruit or dessert.

Before and After School Care

Roycemore's Extended Day Program (EDP) is available for students in junior 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 Day Camp & Discovery Unlimited

Discovery Unlimited is Roycemore's enrichment program for students from age 4 through Grade 9 who are gifted, talented or highly motivated. Roycemore teachers provide hands-on learning experiences in small classes. The program runs for 5 weeks during the summer, mornings only.

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).

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 is a community of caring families, students and staff who demonstrate their commitment through involvement in the life of their school. 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.

We encourage parent participation in all facets of school life. 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.

Lower School Faculty & Staff

Headmaster - Joseph A. Becker

39 years at Roycemore; 31 years as Headmaster.
BS - Northwestern University

Lower School Division Head - Melinda Orzoff

22 years at Roycemore, 8 years prior experience
in Chicago, Skokie and Waukegan. BA - Roosevelt
University; MEd - National College of Education

Junior Kindergarten & Lower School

Librarian - Shelley Streitenberger

4 years at Roycemore. BS - Miami University

Kindergarten - Courtney Johnston

7 years at Roycemore. BA - Wittenberg University;
MAT - National Louis University

Grade 1 - Elysia Sheehan

2 years at Roycemore, 5 years prior experience at North
Shore School, Francis Xavier Warde School, and in
Glencoe. BS - DePaul University; MEd - DePaul University

Grade 2 - Jamie Madden

1 year at Roycemore. 2 years prior experience in
Colorado. BS - Michigan State University; MA - University
of Northern Colorado

Grade 3 - Patricia Malkinson

3 years at Roycemore, 2 years prior experience in
Winnetka. BA - Knox College

Grade 4 - Jeffrey Giles

34-1/2 years at Roycemore. BA - National College
of Education

Extended Day Program and Summer Camp

Coordinator - Dea Beaugrand-Place

34 years at Roycemore. Child Development Certificate
- Oakton College

Extended Day Program - Juanita Hernandez

30-1/2 years at Roycemore. AA - Kendall College

Junior Kindergarten Assistant - Nadia Sarkarat

BA - Lake Forest College; MAT - National-Louis University

Junior Kindergarten Assistant - Megan Thomas

BA - Illinois State University

Kindergarten Assistant - Jamie Burstein

2 years at Roycemore. BA - DePaul University

Art - Annette O'Donnell

5 years at Roycemore, 4 years prior experience in public and parochial schools. BA - Loyola University; MA - North Park University

French - Trina Ingebrigtsen

10 years at Roycemore, 8 years prior experience in private schools in Chicago. BA - University of Chicago

Music - Rachel Troy

4 years at Roycemore. 5 years prior experience in Palatine and Buffalo Grove. BA - Eastern Illinois University; advanced study at VanderCook College of Music

Physical Education - Robert Linkhart

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

Physical Education - Jessica Wunder

34 years at Roycemore, and 1 year prior experience in Pennsylvania. BA - Purdue University

Physical Education - Ilan Ben Sira

2 years prior experience in Northbrook and Evanston. BEd - Zinman College at Wingate Institute, Israel

Technology Coordinator - Beth Shutters

2 years at Roycemore. 4 years prior experience in Chicago. BS - University of Illinois at Champaign-Urbana; MEd - National Louis University

Learning Assistance - Merle Polikoff

7 years at Roycemore, 9 years prior experience in Indiana and northern suburbs of Chicago. BA - Roosevelt University; MEd - National Louis University

Consulting Psychologist - Jay Einhorn

11 years at Roycemore, 10 years experience at Cove School and in private practice in Evanston and northern suburbs. BA - Goddard College; MS - Southern Connecticut State College; PhD - Illinois Institute of Technology

Tuition & Fees

<u>Grade</u>	<u>Tuition & Fees*</u>
Jr. Kdg. (to 11:30)	\$ 7,325.00
Jr. Kdg. (to 3:00)	\$12,055.00
Jr. Kdg. (to 6:00)	\$15,155.00
Kdg. (to 12:00 p.m.)	\$ 7,695.00
Kdg. (to 3:00)	\$13,280.00
Kdg. (to 6:00)	\$16,380.00
Grade 1 (to 3:00)	\$14,205.00
Grade 1 (to 6:00)	\$17,635.00
Grade 2 (to 3:00)	\$15,485.00
Grade 2 (to 6:00)	\$18,915.00
Grade 3 & 4 (to 3:00)	\$17,060.00
Grade 3 & 4 (to 6:00)	\$20,490.00

* Annual mandatory fees are for the hot lunch program, supplies, general field trips, activities, and classroom materials. Additional fees for some classes will be added.

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 \$2,320 to \$3,440 per year; round trip ranges from \$4,210 to \$6,365 per year.

Special Testing and Tutoring

Individual Learning Assistance - \$96 per clock hour

Small Group Learning Assistance - \$81 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.

Getting to Roycemore

CTA

The Noyes Street “L” station is located on Noyes, 1/2 block west of Sherman, 2-1/2 blocks from Roycemore School. CTA buses run on Sheridan Road (one block east of Roycemore).

Metra

The Metra commuter train station is located at Davis and Benson Streets in downtown Evanston, about 1-1/2 miles from Roycemore School. There are a number of options from that point: the CTA Davis Street “L” station just across the street; Roycemore School buses; walking with other students and faculty who use Metra.

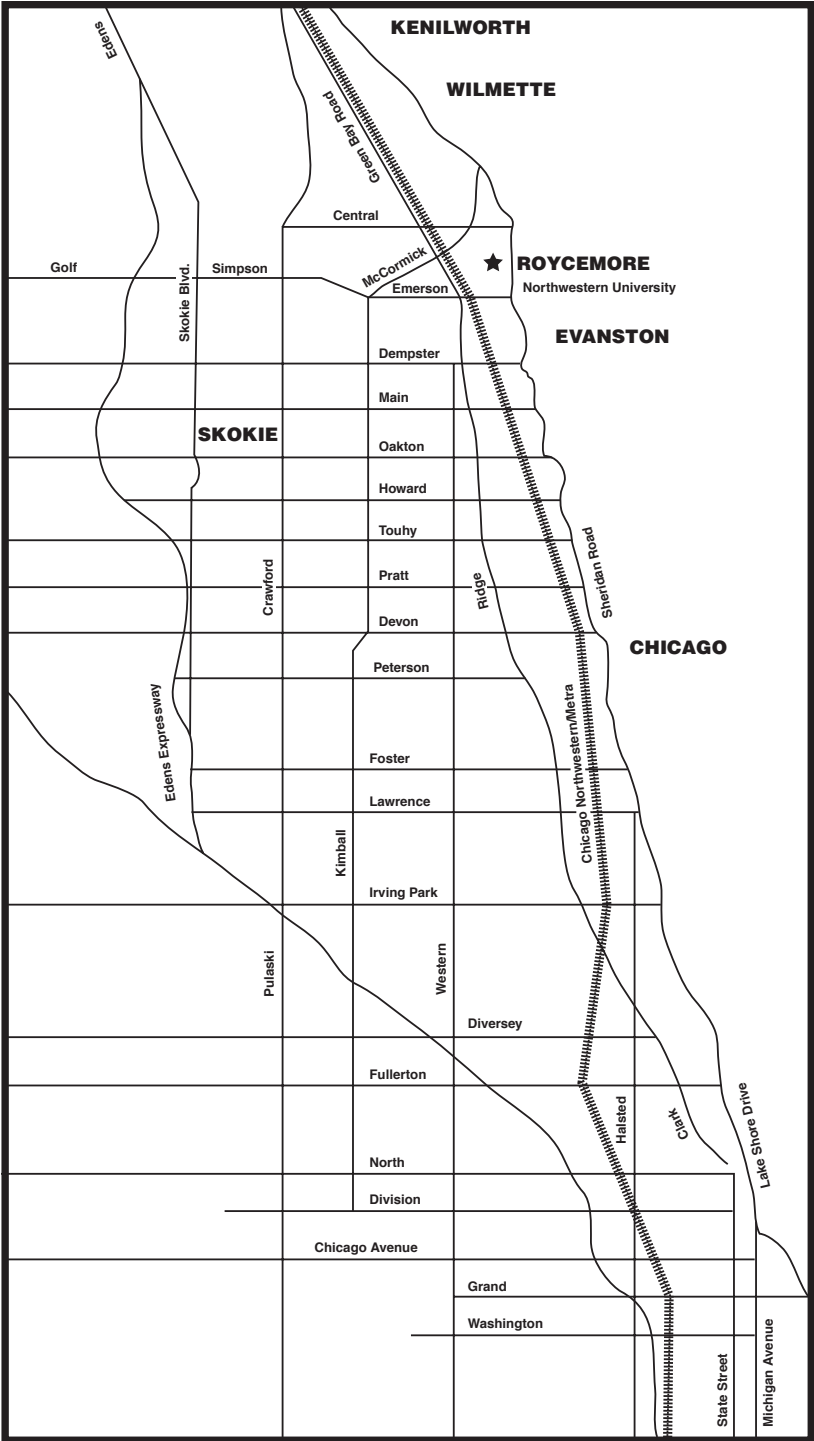
Driving

From the North: Green Bay south to Lincoln; east (left) on Lincoln, 7 blocks to Roycemore.

From the South: Sheridan Road north to Lincoln Street, west (left) on Lincoln, 1 block to Roycemore.

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.



2009–2010 School Calendar

September 1	First day of classes - 2009-10 school year
September 7	NO SCHOOL - Labor Day
November 11-12	Parent-Teacher Conferences
November 13	NO SCHOOL - Parent-Teacher Conferences
November 25-27	Thanksgiving Break
Dec. 21-Jan. 1, 2010	Winter Break
January 13-15	Semester Exams
January 18	NO SCHOOL - Martin Luther King Day observed
Jan. 19- Feb. 4	January Short Term
February 5	NO SCHOOL - Institute Day
February 8	NO SCHOOL - Institute Day
March 19	Palio
March 29-April 9	Spring Break
May 31	NO SCHOOL - Memorial Day
June 4-8	Final Exams
June 10	Awards & Eighth Grade Commencement
June 12	Twelfth Grade Commencement
June 14	Summer Camp begins
June 21	Discovery Unlimited begins
July 23	Discovery Unlimited ends
August 13	Summer Camp ends
August 31	First day of classes - 2010-11 school year

Admissions Open House Dates

Tuesday, October 13	8:30-10:00 a.m.
Tuesday, November 10	8:30-10:00 a.m.
Tuesday, December 8	8:30-10:00 a.m.
Tuesday, January 26	8:30-10:00 a.m.
Sunday, February 21	1:00-2:30 p.m.
Tuesday, March 16	8:30-10:00 a.m.
Tuesday, April 13	8:30-10:00 a.m.
Tuesday, May 18	8:30-10:00 a.m.



Roycemore School
Inspiring Excellence – Celebrating Individuality

640 Lincoln Street - Evanston, Illinois 60201
847-866-6055 - 847-866-6545 fax - www.roycemoreschool.org