



A world to explore...

**Nurturing the individual gifts and spirit of your child in grades
K-5**

**2015 Manchester Road, Ann Arbor, MI 48104
(734) 971-7991 • Fax: (734) 971-9663 • www.summers-knoll.org**

Summers-Knoll is a Certified State of Michigan Green School



Our Mission

Summers-Knoll School exists to enable bright, creative, and gifted children to realize their unique academic, social, and emotional potential in a beautiful, loving setting.

Our Mission Defined

The premise of our mission is that every child is unique, and so we must be versatile in our approach to educating each child who enters our doors. While we believe that our small, multiage classrooms and flexible curriculum provide an excellent learning environment for most children, we find that those who succeed best at Summers-Knoll often fit into one or more of the following broad categories.

Bright

Bright children glow when they are in a stimulating environment. These children are often eager to learn. They generally have positive feelings about school, do well academically, and wish to spend their time seeking and acquiring knowledge.

The benefit of Summers-Knoll for these children is our reinforcement of their quest for knowledge. We provide an environment in which children are free to learn at their own pace and in which their love of learning is nurtured and encouraged. At Summers-Knoll, bright children are allowed to seek and explore in an effort to attain the wisdom they desire.

Creative

Creative children are revolutionaries when in an exhilarating environment. These children see the world in a different way and express their vision through their approach to their studies. Whether it is artistic, scientific, or practical, it is their fresh approach to tasks that sets them apart.

The benefit of Summers-Knoll for these children is the flexibility of our curriculum. We allow students the freedom to approach tasks from a variety of directions and not by following one prescribed methodology. At Summers-Knoll, creative children are encouraged to explore their unique approach to learning within a safe, connected environment.

Gifted

Gifted children are those unique individuals who possess advanced cognitive ability and heightened intensity, the combination of which causes an inner experience and awareness that is different from the

norm. These children face unique challenges as they seek to navigate the world while coping with intellectual and emotional development exceeding that of many of their age mates.

The benefit of Summers-Knoll for these children is our philosophy of limitless learning within protective boundaries. We are keenly aware that gifted children require support and guidance while exploring their giftedness. At Summers-Knoll, gifted children are encouraged to soar without the pressure of unrealistic expectations and permitted to define their unique identities without the fear of being judged.

Our Philosophy

Summers-Knoll provides a unique learning experience, in which each child can reach his or her own educational goals within an environment that is safe, supportive, and nurturing. It is the objective of the teachers, the administrators, and the school community to provide an experience for our children that creates a love of learning by encouraging each child to achieve to his or her own unique potential without pressure. Our curriculum is child-centered, with a variety of subjects designed to engage each student in a rich experience comprising solid academics, artistic expression, and public service. It is our commitment that children will be able to receive challenges appropriate to their own individual learning needs, not necessarily dictated by their age or grade level.

At Summers-Knoll, you will find:

- an emotional climate and physical environment designed to provide an atmosphere of trust and mutual respect;
- a school community that nurtures the social, creative, intellectual, emotional, and physical development of each student;
- a maximum class size of 12 students for each kindergarten classroom and 14 students for each grade 1-5 classroom;
- a curriculum that features an academically balanced program in a multiage setting;
- an opportunity for students to integrate their abilities, creativity, and task orientation; and
- students that have the capacity to assimilate information from many sources, including teachers, parents, and each other.

Our History

Founded over ten years ago by Ruth Knoll and Jean Navarre, women of vision who identified the need for a school dedicated to bright, creative, and gifted children, Summers-Knoll has blossomed from an intimate educational environment located in Ms. Navarre's basement into an independent school, providing services to children grades K-5. Through it all, though, we have remained dedicated to our original philosophy of child-centered education within small student groupings.

Our Community

Board

Our board is comprised of both parent and nonparent volunteers, all of whom have a vested interest in ensuring the success of Summers-Knoll School. While the board is not involved in the day-to-day operations of the school, it oversees the activities of the Head of School and provides broad support of the school's mission, in part by its members co-chairing a variety of committees.

Parents

Parents are always welcome at Summers-Knoll and often become involved in the daily activities of the school—providing lunch supervision, assisting in the classrooms, and contributing their time and energy to our many school-sponsored functions.

Parents are also an integral part of our recruitment and retention process, working as ambassadors to incoming parents and as a constant source of support and information.

Greater Community

While we enjoy a very strong internal school community, we continue to extend our reach into Ann Arbor and the surrounding areas, not only strengthening our relationship with the University of Michigan and other educational institutions but also with nonprofit organizations such as Food Gatherers, The Humane Society, and Washtenaw Literacy, to whom our students have donated time and funds.

Field trips are a large part of our curriculum. The University of Michigan Musical Society is a source of unlimited options for musical enrichment and education. Our students are frequent visitors to various local museums and similar destinations, as well as those in the Detroit and Toledo areas. We also invite a variety of visitors into the school to share their talents and expertise; these guests include authors, storytellers, animal experts, musicians, and artists.

Facilities

Our campus is located on the east side of Ann Arbor near the Washtenaw and East Stadium split. There is convenient access from US-23 and I-94, as well as from the major surface streets in Ann Arbor. The building, with its distinctive fieldstone exterior, was renovated in 1995. The interior is open and airy with vaulted ceilings and skylights, and the wooded playground has plenty of space for imaginative, active play. Our campus is adjacent to beautiful County Farm Park, which provides a remarkable outdoor education center for student exploration and play.

Funding

As a small, independent school, we rely on more than tuition to ensure that we can continue to provide our educational programs. In order to keep tuition rates manageable and our ability to offer financial aid intact, each year we pursue additional funding for our school. Examples of fundraising activities include:

The Summers-Knoll Annual Fund

Events such as auctions, raffles and dinners

Scripts programs

Grant writing

Our Admissions Procedure

Step One

Become familiar with the school by attending an open house or a scheduled visit with the Head of School or our Admissions Coordinator.

Step Two

Submit an application and application fee (\$40). This starts the process internally as we set up an admissions file for your child.

Step Three

Complete the steps below. These steps may be completed in any order, depending on the schedule of the family, but all steps must be completed prior to any admissions decision.

- **Applicant Visit.** Applicant visits for a half day for entrance into kindergarten and grade 1, a full day for grades 2–3, and two consecutive days for grades 4 and above. A parent ambassador is assigned to each visiting family to help show them around, answer questions from a parent’s perspective, and orient them at drop-off time. During this visit, the applicant participates in classroom activities and has an opportunity to be a part of our learning community. Also, during this visit, Summers-Knoll staff members become acquainted with your child and informally assess his or her academic and social characteristics. The Child Information Record and the Application form with fee must be submitted on or before the day of the applicant’s visit.
- **Testing.** Parents submit the results of their child’s IQ test. The test must have been administered by a licensed psychologist within the last two years. If you do not have the results of such testing, you can arrange to have your child tested by contacting the University Center for the Child and Family (UCCF) at 734-764-9466. Our student population is comprised of bright, creative, and gifted children, who cannot be categorized based solely on a test score. Therefore, we consider multiple factors when admitting potential students—observations during visitation, review of past school records, and consideration of the detailed information provided in the IQ assessment.
- **Records.** Parents provide Summers-Knoll with the applicant’s academic transcripts or home school record.
- **Teacher Evaluation.** The applicant’s current teacher fills out the Teacher Evaluation Form and returns it to the school. Prior to giving this form to the current teacher, parents should indicate on the form that they waive confidentiality.
- **Family Questionnaire.** Parents and the applicant fill out the Family Questionnaire and return it to school.

Step Four

The Admissions Committee assesses the application and makes a decision when the above steps are completed. In addition to helping ensure a good fit between individual candidates and the school, Summers-Knoll also seeks to put together a balanced and varied group in each class.

Step Five

A status letter is sent to the family. If a candidate has met all of the criteria for admissions, but there is no opening, he or she will be placed in a waiting pool for that school year at the parents' request. If the candidate is not admitted during the school year for which he or she initially applied, the family may reapply the following year.

Special Note

Special consideration is given to siblings of currently enrolled students. Summers-Knoll has the responsibility in the determination of student status.

Nondiscrimination Statement

Summers-Knoll School admits students of any race, color, national and ethnic origin, religion, gender, height, weight, or handicap to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate in employment or enrollment on the basis of race, color, national and ethnic origin, religion, age, gender, sexual orientation, height, weight, or handicap in administration of its educational policies; admissions policies; scholarship, financial, and loan programs; or athletic and other school-administered programs.

Our Curriculum

“Then said a teacher, Speak to us of Teaching. And he said: If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.” –Kahlil Gibran

The Summers-Knoll curriculum encompasses formal education in language arts; mathematics; science; social studies; technology/computers; French and Latin; art; music; and physical education. We also have a strong commitment to community service and environmental awareness which is integrated into our curriculum. In order to personalize learning as much as possible, we keep classes small and challenge students at individually appropriate levels. Teachers work to help their students build skills in a systematic fashion from year to year.

Rather than teach each subject in isolation, teachers work together to present subjects in monthly thematic units, which are rich in possibilities for making interdisciplinary connections. Much of the time the entire school studies various aspects of the same theme at age-appropriate levels of complexity and sophistication. This approach not only makes subject matter inherently more interesting but also provides opportunities for students to learn from one another.

Monthly themes draw from across the disciplines for a balanced program throughout the school year. Some examples of past monthly themes are art and artists; simple machines; literature genre studies; Asia; African-American History; soil; and Ancient Egypt. Older students also engage in elective Extension Block classes, in which students choose from a selection of in-depth, interdisciplinary classes that enrich and explore the curriculum. Shorter EB classes are periodically available to younger children.

Teachers, parents, and students follow personal progress through portfolio-based assessments, narrative reports, and formal and informal parent-teacher conferences. We encourage and support students who wish to take on academic challenges beyond their age levels, while taking care to ensure that these students are also part of a peer group that best meets their social and emotional needs.

Kindergarten

At Summers-Knoll kindergarten is a full-day program which offers a full range of activities designed to take advantage of a child’s natural curiosity and love for learning. The program includes time for literacy, math, free choice, and creative play. There are daily opportunities for small and whole group instruction. In addition, these children also participate in all specials classes offered at Summers-Knoll: music, French, Latin, art, and physical education.

Language Arts

Summers-Knoll students, supported by our library collection and online resources, read broadly from the best in American and international children’s literature. Through exposure to good fiction, nonfiction, poetry, and drama, they gain a rich and deep understanding of the power of the written word and an expansive foundation of knowledge about the world and human nature. In whole group and individual instruction, students learn to read for meaning, to strengthen vocabulary, and to comprehend the structure of language.

The writing program is integrated with reading and students gain extensive writing practice in many forms, with training in writing mechanics, spelling, and penmanship. In the upper grades Language arts is complemented by technology training in word processing, web design, graphic design, desktop

publishing, internet research skills, and image processing. Small classes permit teachers to help students with the development of writing skills on a close, personal basis.

Mathematics

Beyond teaching the skills involved in mathematical operations, Summers-Knoll emphasizes a mastery of conceptual understanding, critical thinking, and reasoning skills. Instruction encompasses real-life applications and helps students progress toward using mathematics as a language.

The Singapore math program provides the “backbone” for Summers-Knoll’s math instruction, and provides resources to cover algebra and geometry as the students reach those levels. A combination of independent work in the Singapore books with whole group and small group lessons in creative, hands-on, and real-world math, is used to provide a well-rounded math education. Math is held simultaneously for the entire school, which allows children with different abilities to move to another classroom for math instruction if necessary.

Students work in groups and individually to move at a rate of progression appropriate to each child. Manipulative materials and mathematics software supplement the program; measurement mastery is achieved by hands-on experience. Students develop a set of math reflex memories and skills, which allow for quick recall of facts and efficient computation. Other math materials are used as needed to cover additional areas of interest or for complementary skills. Students are encouraged to take on additional challenges when appropriate.

Science

Students are taught the processes of scientific investigation, which underlies all systematic exploration of the natural world. Through study and hands-on experimentation, they learn the skills of observing, measuring, experimenting, quantifying, predicting, analyzing, and thinking critically.

Science becomes the focus during many of the thematic units. Some examples of past themes include space, pond ecology, oceanography, genetics, heat, light and sound, simple machines, and anatomy. Frequent field trips take the program beyond class discussions, reading, and experimentation.

Science is taught through a combination of physics, chemistry, earth science, and life science, with a broad emphasis on environmental science throughout. In keeping with our school-wide emphasis on “Green” awareness and practices, the students learn in the context of environmental understanding and exploration. Whenever appropriate, students visit sites in the community to support the scientific studies of the classroom. In addition, students conduct scientific studies on their own, based on personal interest.

Social Studies

Social Studies is an “umbrella” term for the study of history, geography, anthropology, sociology, and political science. As children growing up in a globally connected world, our students need to learn not only about their own culture and heritage but also about those of other nations and peoples. Beyond teaching geography, economics, and history, we seek to imbue children with a sense of excitement and curiosity about the past, present, and future nature of the world. We give them a sense of the roles they might play within it as well-educated, ethical, and concerned world citizens.

The social studies themes encompass specific time periods or geographic areas that are often examined from a global perspective. Students explore each specific era through the study of historical events, geography, economics, government, culture, and technology. Teachers employ holistic learning approaches, which include strategies in problem solving, conflict resolution, and mediation in relating to peers at school and later in life.

Some other social studies activities in which the students may participate include print and electronic research; map making; role playing simulations; expository and fictional writing; examination of source documents; study of historical novels; and exposure to the art, music, poetry and food of other cultures. Visits to museums, concerts, and plays further extend the understanding of these topics.

Computers/Technology

The school offers a comprehensive technology curriculum in which students learn to combine text, sound, and images, using the school's ample computer and digital media resources. A fully networked and wireless environment enables students to take advantage of technology applications across all academic subject areas. In fourth and fifth grades, students work with their own laptops, and technology is integrated into regular subject areas.

Community Service

Every classroom incorporates community service into its activities. These commitments might include fundraising for causes through work-based activities, supporting the school environment, or helping in the larger community by traveling as a class to work with organizations in need.

Specials Classes

Summers-Knoll offers art, music, physical education and French twice weekly for 45-50 minutes per class. In addition to French, all grades also receive one hour of Latin instruction per week.

Art

Summers-Knoll provides instruction in the skills of drawing, painting, design, and ceramics, integrating art history, creative exploration of media and form, and relationships with local artists and their work. The fine arts are also integrated into the school's thematic units. Our technology resources also enable students to develop photographic and computer graphics skills. Field trips such as to local museums, the Detroit Institute of Arts, and the Toledo Art Museum provide depth to the art program.

Foreign Languages

French

Young children possess a natural and unbounded love of learning and a joyful curiosity. These characteristics make the introduction of a new language a delight. At Summers-Knoll the learning of the beautiful language of French, set against its rich culture and history, aims to harness the students' natural responses to learning. The skills of speaking, reading and writing are acquired through listening and imitation, stories and music, games and art, with an emphasis on conversational French. Immersion with only as much English as is necessary for explanation is the goal, so that exposure to French mimics the way a child is first exposed to his or her own

first language. We aim to explore French together as an experience of academic discovery and joy.

Latin

The study of Latin supports children's understanding of the English language, as well as the structure of Romance languages such as French, Spanish and Italian. It develops their grasp of grammar and spelling, and gives them a deep feeling for the beauty and structure of words. Latin at Summers-Knoll is based in the work of the great poets and the culture of ancient Rome. The children are inspired by the poetry, customs and thoughts of ancient times, and connect them with their own lives, customs, thoughts, and use of language.

Physical Education

The physical education program at Summers-Knoll is designed to provide children and adolescents with a variety of physical experiences, ranging from gymnastics, individual and team sports and games, swimming, fitness, and wellness activities. Emphasis is placed on establishing personal health and fitness goals in order to set children on a life-long path of making healthy choices.

Music

At Summers-Knoll, students learn music through a wide variety of experiences, including voice, experimentation with instruments, composition, and Orff, Kodaly, and Dalcroze lessons and activities. These approaches come together to create a unique program including movement, speech, singing, ear-training, playing percussion instruments and recorders, reading, creating, and listening. Through the Orff process, students work with and learn the basic elements of music through imitation, exploration, improvisation, creation, and literacy activities. Various musical experiences from the simple to complex, in a language that is easily understood, provide opportunities for the children to learn by doing. Music education at Summers-Knoll nurtures self-esteem, provides opportunities for each child to get in touch with their musical being, and allows for learning more about solving problems and working with others in a community of music-makers.

Our Assessments

Student Assessment

Student assessment is based on the teacher's observations of a student who is actively working and creating products within the context of his or her classroom experience. The two major parts of this assessment process are done twice a year and consist of a summary report based on the nationally used Work Sampling System developed by the University of Michigan, and a portfolio. Written assessments are completed mid-year and again at the end of the school year. Portfolios are compiled throughout the year and presented to parents at parent-teacher conferences in fall and spring.

Using the Work Sampling System, Teachers evaluate progress in the following nine categories: Personal & Social Development, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development, Technology, and foreign language. The Work Sampling System assesses each student's development and accomplishments through meaningful activities and allows for the learning styles of each student to be recognized and nurtured. It is an individualized assessment rather than an arbitrary and comparative grading system. This performance-based assessment method relies on students demonstrating their knowledge or skills in applied situations.

Progress is demonstrated by the individual's portfolio, with examples of student work from across the various assessment categories. This provides a comprehensive means of monitoring children's social, emotional, physical, and academic progress. The portfolio often becomes the signature piece for parents and children because it represents work that the student feels is a solid portrayal of his or her performance, abilities, and interests.

Parents are engaged informally on a regular basis through conversations and e-mail communications from their child's teacher. In fall and spring a more formal discussion of a student's progress occurs at parent-teacher conferences. Teachers are also open to parental requests for specific meetings to discuss a child, in addition to parent-teacher conferences, if so desired.

Standardized Assessment

Fourth and fifth grade students take a national assessment, developed by the Educational Records Bureau (ERB) specifically for independent schools. This instrument not only provides teachers and parents information about a child's learning and skill areas, but also provides information to the school regarding potential areas of curriculum improvement. Taking part in this more formal assessment also provides the student valuable practice and skills in taking standardized tests.

Homework

Homework is given at all grade levels, increasing with the age of the child, but it is never given for busy-work. Students may be engaged outside of school on specific projects or to finish work they did not complete during class. Homework is sometimes given to boost skills in particular areas, often mathematics. Summers-Knoll believes if homework is given it should be meaningful; the amount of homework should not be excessive or interfere with outside activities or family time.

Our Extracurricular Activities

Summers-Knoll Strings

Our strings program is open to all students and takes place after school. Suzuki techniques are used to teach strings to beginning students; intermediate and advanced students progress into other techniques and reading music. The program is comprised of both group and private lessons and runs for the entire school year, and is taught by professional musicians who belong to the Ann Arbor Symphony Orchestra. There is an additional fee to participate in this activity.

Chess and Thinking Games

Our chess classes are open to all students regardless of their level of expertise. Beginners are taught the rules of the game, basic moves, and some classic end-game winning strategies. Intermediate and advanced students review several Grandmaster chess games and continue to work on tactics and endings. Class tournaments begin in December. Students also have the option to compete in tournaments throughout the state of Michigan. There is an additional fee to participate in this activity.

Extended Care

There is an additional fee to participate in Extended Care programs.

Morning Care

Morning care is available every weekday from 7:30 a.m. until class begins (8:45 a.m.).

After-School Care

After-school care is available every weekday, unless otherwise specified, from 3:45 p.m. until 6:00 p.m. After-school care includes special activities weeks, community service projects, themed days, as well as relaxed puzzles, games, crafts, and reading activities. Snacks are provided.

Our Summer and School Break Programs

Summer Programs

In keeping with our mission of providing exceptional educational experiences throughout the calendar year, we offer different summer camp programs: Action! (our hands-on academic camp), King Arthur's Court, and Escape. For a registration booklet or more information, visit our website at www.summers-knoll.org or call (734) 971-7991.

Space is limited in our summer program, and our camps traditionally fill up very quickly. Our Action! and King Arthur's Court camps run weekdays from 9:30 a.m. to 3:30 p.m., and Escape runs from 9:00 a.m. to 3:30 p.m.

Morning care starting at 7:30 a.m. and after-school care lasting until 6:00 p.m. are available for an additional fee.

Escape:

Escape is a full-day program, with weekly themes, in which children ages 6–12 take part in daily field trips. The goal is to explore the world beyond our school walls, by visiting museums, taking part in sports, and participating in group adventures. Each week, one day is devoted to a special trip to various places such as zoos, beaches, water parks, museums, hands-on art centers, sports facilities, and nature centers.

Action!:

Action! is a new kind of academic camp, based on active simulations and hands-on, collaborative projects. It is a fun, interactive way to look in depth at academics without feeling like school is still in session. Themes might include marine biology (as an under-sea laboratory simulation), the physics of flight (as an aviators' simulation), geography (explorers' simulation), creative writing (exploration of myths and folktales), math (through strategic games), science and math through inventions, and much more. There are two levels: ages 5-7, and ages 8-12.

King Arthur's Court:

For one special week, we immerse ourselves in a medieval world; Summers-Knoll becomes Camelot itself, and our campers experience magical adventures as they live the lives of legendary knights and ladies. We take part in noble quests, make music with the minstrels and magic with the mages, joust and juggle, explore the mysterious enchanted forest, and record our adventures in art and illuminated manuscripts for future generations to marvel at. We hold a Medieval Feast, presided over by the King himself. If your child has ever dreamed of living in the time of dragons and unicorns, this is the right camp for him or her! For children aged 6-12.

Spring and Winter Break Camps

In addition to our summer Action!, King Arthur's Court, and Escape, we offer midwinter and spring break camps, with exciting hands-on activities and explorations. For further information on these camps, please visit our website at www.summers-knoll.org or call (734) 971-7991.

Our Tuition and Fee Details

Tuition and Fees

Tuition for Summers-Knoll School for the 2009–2010 school year is \$13,425, including activities/field trip fees. Tuition rates are subject to yearly review.

Morning and After-School Care

- Morning care daily rate: \$8.50/day
Morning care monthly rate: \$45/month
- After-school care daily rate: \$18.50/day
After-school care monthly rate: \$152/month

Payment Plans

- Full Prepay (April 1)—2% discount
- Full Prepay (July 1)—1.5% discount
- 2 Payment Prepay (½ by July 1, ½ by December 1)—1% discount
- Monthly payments: make 10 equal payments, the first in August 2008 and the tenth in May 2009. Monthly tuition payments made by credit card will incur an additional 2% processing fee for each transaction.

Discounts and Credits

We offer the following discounts and credits:

- multiple student discount of 5% per each student;
- Fifth grade laptop credit: \$200 for each entering fifth grader purchasing a laptop (required)

Child Information Record 2009-2010

Please fill out and bring with you on your child's visiting day.

**Information on this form is REQUIRED by Michigan State Law
EVERY LINE MUST BE COMPLETED BEFORE YOUR CHILD
WILL BE ALLOWED TO ATTEND CLASS (please type or print)**

Name of child (Last, First, M.I.)		Nickname?	Birthdate	Home Phone
Address:			City	State Zip
Father/legal guardian name		Address (if not child's)		Phone
Employer	Position		Employer address	
Employer Phone	Hours of Employment		E-mail address	
Cellular Phone	Pager			
Mother/legal guardian name		Address (if not child's)		Phone
Employer	Position		Employer address	
Employer Phone	Hours of Employment		E-mail address	
Cellular Phone	Pager			
AUTHORIZATION: Name(s) of Person(s) and Phone Number TO WHOM CHILD MAY BE RELEASED (and relationship to child)				
EMERGENCY CONTACT: (Local person to be notified in an emergency when Parent cannot be reached.)				
Name	Phone (home/work/cell/pager)		Address	relationship to child
Name of Child's Physician or Health Clinic		Address		Phone
Hospital Preferred for Emergency Treatment		Health Insurance Policy Name		Health Insurance Number
Allergies, if any		Date of last Tetanus Shot		
Name of Child's Dentist		Address		Phone

MEDICAL TREATMENT-Please check one of the boxes:

- I give my permission to Summers-Knoll School to secure emergency medical and/or emergency surgical treatment for the above named minor child while in care.
- I do **not** give permission to Summers-Knoll School to secure emergency medical and/or emergency surgical treatment for the above named child while in care.

Upon signing this agreement, the parent, legal guardian or responsible adult verifies that the child listed above is current on all immunizations, in good health, and may participate in all program activities.

Signature of Parent or Guardian: _____ Date signed _____

FIELD TRIPS:

I hereby give my permission to Summers-Knoll School for my child to be transported in a vehicle and/or participate in field trips.

Signature of Parent or Guardian: _____ Date signed _____

Summers-Knoll School Application

Application Date: _____

School Year Applied For: _____

Student Information

Current Grade: Pre-K K 1 2 3 4 5

Name: _____ Home Phone: _____ Email _____

Address: _____

Current School: _____ Date of Birth: _____ Gender: _____

How did you hear about Summers-Knoll? _____

Parent Information

Name: _____ Home Phone: _____ Email: _____

Address: _____

Employer: _____ Work Phone: _____ Cell Phone: _____

Parent Information

Name: _____ Home Phone: _____ Email: _____

Address: _____

Employer: _____ Work Phone: _____ Cell Phone: _____

Tuition and Fees

Application Fee: The application fee is \$40 and is nonrefundable.

Tuition: Tuition for Summers-Knoll for the 2009–2010 school year is \$13,425, including activities/field trip fees. Fifth grade students are required to purchase an Apple laptop computer. Details are available by contacting the school.

Extended Care: Morning and after-school care are available from 7:30 a.m. to the start of class and from the end of the school day until 6:00 p.m. for an additional fee, as are a variety of extracurricular activities.

Financial Aid: Limited scholarships are available and are awarded based on financial need. Details are available by contacting the school.

Permission to Use Photo or Image: As part of the application process, the classroom teacher will take a digital photo of each child to be included in the child's file. This helps us remember each child when the committee meets to make admissions decisions. May we have permission to take a photograph for this purpose? ___ Yes ___ No

Agreement: I have read the mission statement of Summers-Knoll School and will support it. I also understand that there is a \$40 nonrefundable application fee due with this application.

Student's Signature: _____ Referred by SK Family: _____

Parent's Signature: _____ Parent's Signature: _____

Summers-Knoll Family Questionnaire

Student Information

Name: _____ Date: ___/___/___ Current Grade: Pre-K K 1 2 3 4 5

Please list siblings and ages: _____

Please list any previous testing or evaluation your child has received: _____

For the prospective student to answer (take dictation if the student is not yet a writer)

Please describe what a great school would be like.

For each parent to answer

Ann Arbor is full of opportunities for education. Why are you interested in Summers-Knoll?

Describe how you have been involved in your child's school in the past. If you are new parents of a school age child, how do you envision being involved in your child's school?

List two or three aspects of an ideal educational program.

Please tell us about your child's creative nature.

What are your goals for your child?

Is there anything about your child that you would like to share in order to help us provide a positive educational experience for him or her? Please use the reverse.

Request for Release of Student Records

Dear Parent,

Please fill out and sign this form, and then give it to your current school's office personnel. They should forward your child's records to Summers-Knoll School, so that we can complete the admissions process.

School Requesting Records: Summers-Knoll School Admissions Office
2015 Manchester Road
Ann Arbor, MI 48104
Attention: Admissions Coordinator

Phone Number/Fax Number: Phone (734) 971-7991
Fax (734) 971-9663

Date of Request: ___ / ___ / ___

To: _____

Summers-Knoll is evaluating our child/children for enrollment. Please send records, including medical, social, psychological, and any other reports that would assist them in placement and evaluation.

These reports should be forwarded to the above address or fax number.

Student Legal Name (Last, First)	Current Grade	Date of Birth
_____	_____	___ / ___ / ___
_____	_____	___ / ___ / ___
_____	_____	___ / ___ / ___

Thank you,

Parent Name: _____ (Printed)

Parent Signature: _____

Please contact the Summers-Knoll Admissions office at (734) 971-7991 with any questions.

Teacher Questionnaire

Parent/Guardian: Please give this form to your child's current teacher.

Teacher: On a scale of 1 to 5 (1 being the lowest, 5 being the highest), please rate this student on each of the following characteristics. Please add your evaluating comments as appropriate. The information shared in this form is confidential and will be reviewed by Summers-Knoll staff only as a vital part of our admissions process. Please fax this form directly to Summers-Knoll School at (734) 971-9663. If you do not have access to a fax, please mail the form to Summers-Knoll Admissions, 2015 Manchester Rd., Ann Arbor, MI 48104.

Student Information

Name: _____ Date __/__/__ Current grade: Pre-K K 1 2 3 4 5

Current school: _____ Teacher name: _____

Social/Emotional/Behavioral Assessment	Less True			More True			Comments
	1	2	3	4	5	N/A	
Separates comfortably from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is confident and trusts own instincts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has a sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to take direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to work quietly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows respect for property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is willing to pitch in and help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is not disruptive in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Easily perceives rules/order of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is a good fit with class dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts positively with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts positively with peers in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts positively with peers outside class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Academic Behavior Assessment

Handles transitions comfortably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates curiosity in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readily participates in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is bright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Behavior Assessment (continued)

Shows creativity and imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates motivation for academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates focus on tasks at hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When challenged, is willing to try	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can work in groups with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows multistep instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade Level:

Present Academic Skills Assessment	Below (1)			At (3)		Above (5)		Comments
	1	2	3	4	5	N/A		
Reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Writing (creative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Writing (mechanics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Mathematics (problem solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Mathematics (computation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Mathematics (conceptual understanding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

In which subjects does this student show exceptional interest?

If the student is not a writer, then please answer the following:

	1	2	3	4	5	N/A	Comments
Copying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide any additional information you believe would be of value to us.

Summers-Knoll School Financial Aid

Financial aid is available on basis of need. Our financial aid applications are processed by the National Association of Independent Schools (NAIS), to our specifications. NAIS is a national membership organization which represents more than 1,300 independent schools and associations in the United States.

The financial aid application can be submitted directly online at www.nais.org, or the application form can be printed out from the website and submitted by mail. Application forms can also be obtained from Summers-Knoll by request.

To submit a financial aid application online at www.nais.org, click on “Go to SSS (School and Student Service for Financial Aid)”. Then click on “Complete PFS [Parent Financial Statement] online”. Click on “start a new PFS”. Summers-Knoll’s SSS code is **1375**.

Once your financial aid application is submitted, the NAIS will respond to us within 10-14 days with a recommendation. We will contact you regarding any aid award amount. ***Financial aid is awarded on a rolling basis, so please submit your application as soon as possible.***

Summers-Knoll School Parent Ambassadors

Parent(s)	Phone Number	Email Address	Yrs at SK	Children's Grades
Karen Bayoneto	810-225-8562	karenbayoneto@comcast.net	4	3rd
Lorray Brown	W 734-998-6100, ext 32 H 734-434-9544	lorrayb@comcast.net	3	2nd
Sunny Chapel	734-417-8274	Sunny_chapel@a2pg.com	1	2nd
Johanna Ericksson and Mattias Jonsson	734-369-3896	johannae@umich.edu mattiasj@umich.edu	3	2nd
Fran Loosen	734-330-6023	fran@loosen-giardino.com	1	K

Please feel free to contact any of our Parent Ambassadors for a confidential, parent's-eye-view discussion of the Summers-Knoll experience.