

Application for Admission



green hedges
SCHOOL



Our Mission Statement

We inspire young people of talent and promise to develop clear values, a desire for wisdom, and an appreciation for all endeavors which broaden the mind and enlighten the spirit.

Our Core Values

Achieve Distinction

While celebrating the uniqueness of each child, we embolden all students to strive for excellence in their personal pursuits.

Commit to Character

Strong moral conduct is fundamental to our community and we purposefully promote appropriate conduct, encourage self-awareness, and exhort responsible habits of the mind, body, and soul.

Explore Opportunities

We believe that a child's growth is best fostered through exposure to a broad range of academic, fine art, athletic, and extra-curricular endeavors and we require all students to engage in these pursuits.

Become Yourself

By maintaining a low student-teacher ratio and promoting a personal approach to a student's school experience, we support each child's unfolding as s/he emerges into a capable, confident, conscientious young adult.

Schools Accepting Our Recent Graduates

Baylor School
 Bishop Ireton High School
 British School
 Bullis School
 Cate School
 Connelly School of the Holy Child
 Episcopal High School
 The Field School
 Flint Hill School
 Foxcroft School
 Garrison Forest School
 Georgetown Day School
 Georgetown Preparatory School
 Georgetown Visitation Preparatory School
 Gonzaga College High School
 Holton-Arms School
 Ideal Schools High School
 Landon School
 Lawrence Academy
 Maret School
 McCallie School
 National Cathedral School
 Oak Hall School
 Pope Paul VI High School
 Sidwell Friends School
 St. Albans School
 St. Andrew's Episcopal School
 St. Mark's School
 St. Stephen's & St. Agnes School
 The Hill School
 The Madeira School
 The Potomac School
 The Wakefield School
 Thomas Jefferson High School for Science and Technology
 Washington International School
 Woodbury Forest School

Admission and Financial Aid Calendar

2011

September 7

First Day of School. Admission season for 2012-2013 academic year begins

October 5

First Weekly Campus Tour 9:00 a.m. (Campus tours are given every Wednesday, October 5, 2011 through May 2, 2012. Tours will not be given November 23, December 21, December 28, March 21, and March 28 due to school holidays)

November 13

Green Hedges School Open House 3:00 p.m.

2012

January-February

Applicant individual class visits (scheduled by the Admission Office)

January 3

Financial aid forms available in Admission Office (forms must be submitted on or before February 28)

January 29

Green Hedges School Open House 3:00 p.m.

February 1

Re-enrollment contracts issued to current students

February 15*

Application deadline for September 2012 school year placement

February 28

Current student re-enrollment contracts due

WISC-IV, WISC-IV Integrated, or WPPSI-III assessments (for applicants to Grade 1 through Grade 8) due to Admission Office

Applicant teacher recommendations due

**See financial aid application deadline information below

Early March

Notification of admission decisions to applicant families

April 1

Notification of financial aid awards

April 15

Green Hedges School Open House 3:00 p.m.

June 13

Last day of school

*After the application deadline qualified applicants will be considered on a space-available basis

**Parents seeking financial aid must complete and file (online) a Financial Aid for Student Tuition (FAST) application with Independent School Management (ISM) by February 28. For consideration of aid, a request letter must be mailed to the GHS Financial Aid Committee in an envelope marked "CONFIDENTIAL" and be accompanied by a copy of the FAST information, federal income tax forms and schedules or profit/loss statements for self-employed individuals, W-2 forms, the student's federal income tax forms (if filed), and IRS Form 4506.

Admission Overview and Instructions

Parent Orientation Tour of the School

Group tours, with no appointment necessary, are given every Wednesday, October–April at 9:00am. Tours will not be given on school holidays. Individual tours can be scheduled on regular school days from 9:00 a.m. to 2:00 p.m. October through June. Please call the Admission Office (703) 938-8323 (x228) to schedule a tour.

Application

The application and the \$75 application fee must be postmarked no later than February 15.

Age Requirement

Children must be three-years-old by September 30 and toilet trained to enter the Montessori preschool program. At the discretion of the School, and on a space available basis, applicants who do not meet the age criteria may be considered for mid-year enrollment on or after July 1.

Recommendations and Transcripts

Teacher recommendations and transcripts must be sent directly from the applicant's current school or teacher and must be received no later than February 28. Montessori applicants not currently enrolled in school or day care do not need recommendations.

Testing

No testing required for children applying to the Montessori Program.

Parents of children applying for Grade 1 and up should schedule an assessment at a professional evaluation center to take the WPPSI-III, WISC-IV, or the WISC-IV Integrated (a partial listing of testing centers is included in this packet). Results of all assessments must be received no later than February 28.

Applicant Visits

All student assessment visits are scheduled by the Admission Office directly. Student assessment visits are conducted from mid January through late February.

Children applying to the Montessori Program will be scheduled to visit for approximately one hour on designated days in January and February.

Students applying to Grade 1 and Grade 2 will be individually scheduled to visit Green Hedges School during one school day in January or February. This visit will be in the applicant's rising grade and will last approximately three and a half hours.

Students applying to Grade 3 and up will be individually scheduled to visit Green Hedges School during one school day in January or February. This visit will be in the applicant's current grade for the entire school day.

Financial Aid

Green Hedges School welcomes applications for financial aid. Funds are granted on the basis of need as determined by the Independent School Management's Financial Aid for School Tuition (FAST) and the Green Hedges School Financial Aid Committee. Financial Aid packets and FAST booklets can be obtained by calling (703) 938-8323 (x228). Copies of the FAST submission forms and required attachments for Green Hedges School are due no later than February 28. Additional information about financial aid can be found in this packet.

Enrollment

Letters regarding enrollment status will be mailed in early March. Enrollment Contracts confirming acceptance of enrollment are to be returned within two weeks of notification with the required non-refundable deposit amount of \$1,000. Enrollment Contracts received after the deadline will be accepted subject to availability.

Questions

The Admission Office hours are 8:00 a.m. to 3:30 p.m. Monday through Friday. Please call the Admission Office at (703) 938-8323 (x228) for additional information or with any questions.

Application for Admission

Applying for grade level _____ in September 20 _____

APPLICANT INFORMATION

Date of application _____

Child's full legal name _____
First Middle Last Nickname _____

Date of Birth _____ Social Security Number _____ Gender _____

Permanent address _____ City _____ State _____ Zip _____

Mailing address (if different) _____ City _____ State _____ Zip _____

Home phone _____ Email address _____ Fax _____

Primary language spoken at home _____

Secondary language spoken, if any _____

School currently attending _____ How long? _____ Current grade _____

School's address _____
Street Address City State Zip Phone _____

Other schools to which you are applying? _____

Child's special talents, interests and extra curricular activities (sports, lessons, etc.) _____

Does your child have any physical, social, or learning needs we should be aware of? (please explain) _____

FAMILY DATA

Full name of parent 1 _____
(Title) First Middle initial Last

Home phone _____ Occupation _____ Business phone _____

Address _____

Full Name of parent 2 _____
(Title) First Middle initial Last

Home phone _____ Occupation _____ Business phone _____

Address _____



**Independent Education Common Recommendation Form for
Students Applying to Independent Schools, entering Montessori through Grade 1**
Please submit the completed form to the school to which the student is applying.

Name of Student: _____ Date of Birth: _____
 Current School: _____ Current grade level: _____
 School to Receive Recommendation: _____ Applying for grade: _____
 Name of respondent: _____
 My relationship has been that of: _____ I have known this student for: _____ months/years.

For parents: I hereby waive my right to access this recommendation and authorize the abovenamed person to provide an evaluation and all relevant information to the school for purposes of my or my child's application to attend the school.
 Parent signature: _____ Date: _____

For persons submitting recommendation: The School would appreciate your candid assessment of the applicant's abilities. If the applicant or applicant's parent has signed the waiver above, your recommendation will be kept confidential to the extent permitted by law.

Purpose: The items below ask for your sense of this student's social, physical, and academic skill development. Please use the check boxes to show gradations within each category. This form provides one way of getting to know the child and is reviewed with the full awareness that young children are constantly changing and developing. Thank you for your thoughtful attention to this request.

| SOCIAL DEVELOPMENT | Advanced for age | Appropriate for age | Needs development | Not at acceptable level | Comments |
|---|-------------------------|----------------------------|--------------------------|--------------------------------|-----------------|
| Can be a friend | | | | | |
| Is supportive of peers | | | | | |
| Plays alone happily | | | | | |
| Cooperates at play | | | | | |
| Shares well | | | | | |
| Initiates play activities | | | | | |
| Has the capacity to lead | | | | | |
| Has the capacity to follow | | | | | |
| Is imaginative | | | | | |
| Uses material purposefully | | | | | |
| Is comfortable with adults | | | | | |
| Demonstrates self-control in class | | | | | |
| Demonstrates self-control on playground | | | | | |
| Responds positively to re-direction | | | | | |
| Exhibits sense of humor | | | | | |
| Seeks help when needed | | | | | |
| Respects property of others | | | | | |
| Exhibits courtesy and respect | | | | | |
| PHYSICAL DEVELOPMENT | | | | | |
| Speech and language development | | | | | |

What frustrates this child? _____



**Independent Education Common Recommendation Form for
Students Applying to Independent Schools, entering Montessori through Grade 1
Page 2**

What are the first words that come to mind when describing this child?

| PRE-ACADEMIC SKILL DEVELOPMENT | Advanced for age | Appropriate for age | Needs development | Not at acceptable level | COMMENTS |
|---|------------------|---------------------|-------------------|-------------------------|----------|
| Is attentive | | | | | |
| Listens in a group | | | | | |
| Contributes to group discussions | | | | | |
| Follows directions | | | | | |
| Works cooperatively | | | | | |
| Demonstrates ability to focus on one task | | | | | |
| Completes tasks | | | | | |
| Respects classroom routines | | | | | |
| Transitions well | | | | | |
| Responds positively to constructive criticism | | | | | |
| Is curious | | | | | |
| Is willing to try new activities | | | | | |
| Is a self-starter | | | | | |
| Enjoys new challenges | | | | | |
| Exhibits problem-solving ability | | | | | |
| Expresses ideas well | | | | | |
| If child is applying to First Grade , please describe his/her development of: beginning reading skills: beginning math skills: | | | | | |

Personal characteristics: Please describe the child and include comments on the child's personality, maturity, confidence, assertiveness, humor and degree of independence. We welcome any other information you think might be helpful. Please use a separate sheet of paper for further comments in any category, if needed.

Parental cooperation and involvement with the school (please describe):

Submitted by: _____ Date: _____

Phone number where we may reach you: _____ email: _____



**Independent Education Common Recommendation Form for
Students Applying to Independent Schools, entering Grades 2-8
Please submit the completed form to the school to which the student is applying.**

Name of Student: _____ Current grade level: _____

Current School: _____ School to Receive Recommendation: _____

I have known this student for _____ months/years. Classroom Teacher or School Director: _____

Course taught: _____ Texts used: _____

For parents and students: I hereby waive my right to access this recommendation and authorize the above-named person to provide an evaluation and all relevant information to the school for purposes of my or my child's application to attend the school.

Signature of parent or legal guardian or student over age 18: _____ Date: _____

Signature of student entering 9th grade or higher: _____ Date: _____

For persons submitting recommendation: The School would appreciate your candid assessment of the applicant's abilities. If the applicant and applicant's parent or legal guardian have signed the waiver above, your recommendation will be kept confidential to the extent permitted by law.

Purpose: We appreciate your cooperation in completing this form. Please be candid about this student's academic ability and motivation. We understand the difficulty in evaluating a student and are fully aware that children are constantly growing, changing and developing. This form is only one piece of the student's profile to be used in our assessment process. This form will not become a part of the student's permanent record. Thank you for your thoughtful attention to this request.

| CHARACTER AND PERSONALITY TRAITS | Advanced for age | Appropriate for age | Needs development | Not at acceptable level | Comments |
|-------------------------------------|------------------|---------------------|-------------------|-------------------------|----------|
| Conduct | | | | | |
| Leadership | | | | | |
| Maturity | | | | | |
| Social relationship with peers | | | | | |
| Self-confidence | | | | | |
| Integrity | | | | | |
| Sense of humor | | | | | |
| Sense of responsibility | | | | | |
| Interaction with teachers/adults | | | | | |
| Participation in life of the school | | | | | |
| Creativity | | | | | |
| Respect for others | | | | | |
| Concern for others | | | | | |
| ACADEMIC TRAITS | Advanced for age | Appropriate for age | Needs development | Not at acceptable level | Comments |
| Academic potential | | | | | |
| Academic achievement | | | | | |
| Self-motivation | | | | | |
| Effort/initiative | | | | | |
| Study habits/organization of work | | | | | |
| Intellectual curiosity | | | | | |
| Level of engagement | | | | | |
| Commitment to homework | | | | | |
| Ability to follow directions | | | | | |
| Ability to work independently | | | | | |
| Ability to work in a group | | | | | |
| Ability to express ideas orally | | | | | |
| Ability to express ideas in writing | | | | | |
| Attendance | | | | | |
| Participation in class | | | | | |



**Independent Education Common Recommendation Form
for Students Applying to Independent Schools,
entering Grades 2-8**

What are the first words that come to mind when describing this student?

Please circle the words that you feel describe this student:

- | | | | | | |
|------------|---------------|-----------------|-----------------|--------------------|------------------|
| aggressive | confident | follower | irritable | over-protected | self-centered |
| anxious | conscientious | happy | manipulative | passiveresistant | self-disciplined |
| articulate | disobedient | helpful | motivated | perfectionist | shy |
| cheerful | honest | negative leader | positive leader | easily discouraged | |
| social | influential | organized | responsible | well-liked | |

What frustrates this student?

Comments: We would appreciate additional comments and observations concerning this student's abilities, attendance, personal qualities and special interests. We welcome any other information you think might be helpful in our understanding of this student.

Parental cooperation and involvement with the school (please describe):

Submitted by: _____ Date: _____

Phone number where we may reach you: _____ email: _____



**Independent Education
Common English Evaluation Form for Students Applying to Independent Schools,
entering Grades 6-8**

Please submit the completed form to the school to which the student is applying.

Name of Student: _____ Current grade level _____

Current School: _____ School to Receive Recommendation _____

English Teacher Name: _____ I have known this student for _____ months/years.

Course taught: _____ Texts used: _____

For parents and students: I hereby waive my right to access this recommendation and authorize the abovename person to provide an evaluation and all relevant information to the school for purposes of my or my child's application to attend the school.

Signature of parent or legal guardian or student over age 18: _____ Date: _____

Signature of student entering 9th grade or higher: _____ Date: _____

For persons submitting recommendation: The School would appreciate your candid assessment of the applicant's abilities. If the applicant and applicant's parent or legal guardian have signed the waiver above, your recommendation will be kept confidential to the extent permitted by law.

Purpose: We appreciate your cooperation in completing this form. Please be candid about this student's academic ability and motivation. We understand the difficulty in evaluating a student and are fully aware that children are constantly growing, changing and developing. This form is only one piece of the student's profile to be used in our assessment process. This form will not become a part of the student's permanent record. Thank you for your thoughtful attention to this request.

| CHARACTER AND PERSONALITY TRAITS | Excellent | Good | Average | Below average | Poor | No basis for judgment | Comments |
|-------------------------------------|-----------|------|---------|---------------|------|-----------------------|----------|
| Conduct | | | | | | | |
| Leadership | | | | | | | |
| Maturity | | | | | | | |
| Social relationship with peers | | | | | | | |
| Self-confidence | | | | | | | |
| Integrity | | | | | | | |
| Sense of humor | | | | | | | |
| Sense of responsibility | | | | | | | |
| Interaction with teachers/adults | | | | | | | |
| Participation in life of the school | | | | | | | |
| Creativity | | | | | | | |
| Respect for others | | | | | | | |
| Concern for others | | | | | | | |
| ACADEMIC TRAITS | Excellent | Good | Average | Below average | Poor | No basis for judgment | Comments |
| Academic potential | | | | | | | |
| Academic achievement | | | | | | | |
| Self-motivation | | | | | | | |
| Effort/initiative | | | | | | | |
| Study habits/organization of work | | | | | | | |
| Intellectual curiosity | | | | | | | |
| Level of engagement | | | | | | | |
| Commitment to homework | | | | | | | |
| Ability to follow directions | | | | | | | |
| Ability to work independently | | | | | | | |
| Ability to work in a group | | | | | | | |
| Ability to express ideas orally | | | | | | | |
| Ability to express ideas in writing | | | | | | | |
| Attendance | | | | | | | |
| Participation in class | | | | | | | |



**Independent Education Common English Evaluation Form
for Students Applying to Independent Schools, entering Grades 6-8
Page 2**

Please take a few minutes to complete the following in-depth questions about this candidate.

1. Briefly describe the content of your course. What are the frequency, nature, and length of reading and writing assignments in and outside of class?

2. How would you assess this student's reading skills and general interest in reading beyond assigned work?

3. What are the merits and weaknesses of this student's written work?

4. How does this student respond to advice or criticism? Is he/she easily discouraged? Is he/she willing to work to overcome difficulties?

5. What are this student's overall academic strengths and weaknesses?

6. Please make any additional comments regarding this student's abilities, attendance, personal qualities, and special interests.

Submitted by: _____ Date: _____

Phone number where we may reach you: _____ email: _____



**Independent Education
Common Mathematics Evaluation Form for Students Applying to Independent Schools,
entering Grades 6-8**

Please submit the completed form to the school to which the student is applying.

Name of Student: _____ Current grade level _____

Current School: _____ School to Receive Recommendation _____

Mathematics Teacher Name: _____ I have known this student for _____ months/years.

Course taught: _____ Texts used: _____

For parents and students: I hereby waive my right to access this recommendation and authorize the above-named person to provide an evaluation and all relevant information to the school for purposes of my or my child's application to attend the school.

Signature of parent or legal guardian or student over age 18: _____ Date: _____

Signature of student entering 9th grade or higher: _____ Date: _____

For persons submitting recommendation: The School would appreciate your candid assessment of the applicant's abilities. If the applicant and applicant's parent or legal guardian have signed the waiver above, your recommendation will be kept confidential to the extent permitted by

Purpose: We appreciate your cooperation in completing this form. Please be candid about this student's academic ability and motivation. We understand the difficulty in evaluating a student and are fully aware that children are constantly growing, changing and developing. This form is only one piece of the student's profile to be used in our assessment process. This form will not become a part of the student's permanent record. Thank you for your thoughtful attention to this request.

| CHARACTER AND PERSONALITY TRAITS | Excellent | Good | Average | Below average | Poor | No basis for judgment | Comments |
|-------------------------------------|-----------|------|---------|---------------|------|-----------------------|----------|
| Conduct | | | | | | | |
| Leadership | | | | | | | |
| Maturity | | | | | | | |
| Social relationship with peers | | | | | | | |
| Self-confidence | | | | | | | |
| Integrity | | | | | | | |
| Sense of humor | | | | | | | |
| Sense of responsibility | | | | | | | |
| Interaction with teachers/adults | | | | | | | |
| Participation in life of the school | | | | | | | |
| Creativity | | | | | | | |
| Respect for others | | | | | | | |
| Concern for others | | | | | | | |
| ACADEMIC TRAITS | Excellent | Good | Average | Below average | Poor | No basis for judgment | Comments |
| Academic potential | | | | | | | |
| Academic achievement | | | | | | | |
| Self-motivation | | | | | | | |
| Effort/initiative | | | | | | | |
| Study habits/organization of work | | | | | | | |
| Intellectual curiosity | | | | | | | |
| Level of engagement | | | | | | | |
| Commitment to homework | | | | | | | |
| Ability to follow directions | | | | | | | |
| Ability to work independently | | | | | | | |
| Ability to work in a group | | | | | | | |
| Ability to express ideas orally | | | | | | | |
| Ability to express ideas in writing | | | | | | | |
| Attendance | | | | | | | |
| Participation in class | | | | | | | |

Please take a few minutes to complete the following in-depth questions about this candidate.

1. Briefly describe the content of your course. What are the frequency, nature, and length of mathematics assignments in and outside of class?

2. How would you assess this student's mathematics skills and general interest in mathematics beyond assigned work?

3. What are the merits and weaknesses of this student's mathematics work?

4. How does this student respond to advice or criticism? Is he/she easily discouraged? Is he/she willing to work to overcome difficulties?

5. What are this student's overall academic strengths and weaknesses?

6. Please make any additional comments regarding this student's abilities, attendance, personal qualities, and special interests.

Submitted by: _____ Date: _____

Phone number where we may reach you: _____ email: _____

What You Need to Know About Financial Aid at Green Hedges School

A Green Hedges School education represents a significant financial investment in your child's future. The goal of our financial aid program is to meet the financial needs of well qualified students who cannot afford full tuition costs.

What is financial aid?

Financial Aid is an amount of money granted to an individual student to offset the cost of tuition based on demonstrated need. Applications for financial aid are processed by Independent School Management's (ISM) Financial Aid for Student Tuition (FAST). FAST determines and reports back to Green Hedges School the amount of tuition each applicant family can pay per child by closely reviewing the information obtained online from the standardized financial reporting form submitted by each family.

Why does Green Hedges School offer financial aid?

We strongly believe that applicants should be admitted to Green Hedges School based on their academic abilities and personal qualifications, not on their ability to afford the cost of our education. Applicants from all cultural, racial, and economic backgrounds are welcome in Green Hedges School community as diversity is one of the cornerstones that characterizes and strengthens our school. To support this commitment, we provide financial aid to families in order to balance our student body, support enrollment objectives, and meet the financial needs of qualified students.

Will applying for financial aid affect my child's application for admission?

Admission decisions are made independently of financial aid requests by two separate school committees. As the Admission Committee reaches its decisions, the Financial Aid Committee makes awards to those who qualify.

How do I apply for financial aid?

To apply for financial aid families must complete the following:

Application

Before February 28, a FAST application must be submitted online to ISM.

Documents

Families will submit the following documents to the School by February 28:

- A completed Enrollment Contract with required deposit.
- A Financial Aid Request Letter addressed to the Committee and sent to the Business Office requesting Financial Aid and with an explanation for the need.
- A complete copy of the most recent 1040 Federal Tax Return(s) with all schedules, W2 Forms and/or 1099 Forms:
 - 1 year for those who are currently receiving aid
 - 2 years for those applying for the first time
- If self employed, a certified copy of the most recent federal tax return with all schedules and Profit and Loss Statement (audited when available).
- A signed IRS Form 4506, which the School will provide, authorizing the School to receive a "certified copy" of the last tax return from the IRS. (This is required in unusual circumstances.)
- A Disclosure Statement listing any assets or income being held in the student's name and appropriate tax return, if applicable.

How does the financial aid process work?

Financial aid is awarded strictly on the basis of need. Each year the Green Hedges School Board of Trustees approves a budgeted amount for financial aid. In awarding monies the Financial Aid Committee reviews the FAST report, the family's IRS tax returns, and any other appropriate information that may affect economic need.

FAST uses the submitted financial information to calculate a numerical assessment of the estimated parent tuition contribution for each student. To the best of their financial ability, both natural parents must contribute to the cost of educating their child regardless of marital status. In the situation of separated or divorced parents, both parents are required to submit financial aid applications.

When will we be notified if financial aid will be awarded to us?

Final financial aid awards are determined by evaluating FAST information, the financial aid request letter to the School, and the availability of funds in the financial aid budget. Generally awards are made by April 1.

Green Hedges School 2011-2012 Fees Schedule

Application Fee \$ 75.00

Tuition

| | |
|---|-------------|
| Montessori Half Day (3 and 4 Year Olds) | \$12,840.00 |
| Montessori Full Day through Grade 3 | \$22,320.00 |
| Grade 4 and Grade 5 | \$22,490.00 |
| Middle School (Grade 6 through Grade 8) | \$22,850.00 |

*Tuition may be paid in one payment, four equal payments or, with the addition of a carrying fee, in ten monthly payments.

Activity Fee

An Activity Fee, payable in August, which helps defray the cost of classroom supplies, field trips and student accident insurance, is required.

| | |
|--|----------|
| Montessori Half Day | \$ 65.00 |
| Montessori Full Day through Grade 3 | \$250.00 |
| Grade 4 and Grade 5 | \$275.00 |
| Middle School (Grades 6 through Grade 8) | \$315.00 |

Tuition Insurance

1.1% of total tuition, payable in August, is required on all contracts except those paid in full at first payment.

After-school Activities

A variety of programs are offered on a quarterly basis, each with a designated fee that varies per activity.

Extended Day

Extended Day care is available to Green Hedges students as follows:

| Hours of Attendance | 3 Days or Less | 4 - 5 Days/Week |
|-----------------------|----------------|-----------------|
| 12:00 Noon to 3:30 PM | \$3,500.00 | \$5,225.00 |
| 12:00 Noon to 6:00 PM | \$5,100.00 | \$7,625.00 |
| 3:30 PM to 6:00 PM | \$2,800.00 | \$4,180.00 |

Evaluation Centers

The people and organizations listed below offer education testing for admission purposes. Green Hedges School does not endorse a particular center or individual. These names are provided to assist you in arranging testing for your child. Each individual or organization sets its own fees.

No testing required for children applying to the Montessori Program.

All Applicants to the Lower School and Middle School take the Wechsler Preschool and Primary Scale of Intelligence™-Third Edition (WPPSI™-III), Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), or the Wechsler Intelligence Scale for Children, Fourth Edition Integrated (WISC-IV Integrated).

Assessment Associates
Chevy Chase, MD
301-951-5666

Jean Baldwin
Washington, DC
202-532-6707

MindWell Psychology
Chantilly, VA
703-378-7998

Linda Petersen, Ed. D.
Reston, VA
703-391-1280

Green Hedges School Faculty

Aghili, Sepi

Montessori Directress
B.S., Northern Illinois University
Montessori Certification,
Northern Virginia Montessori Institute

Balestrieri, Rena

Montessori Directress
B.A., George Mason University

Bhobe, Samruddhi

Extended Day Director
B.F.A., Bombay University

Chenulu, Syamala

Mathematics
B.A., Birla College of Science and
Education, Calcutta, India
B.S., St. Paul's College, Calcutta, India

Clegg, Jennifer

Middle School Humanities
B.A., Elon College
M.Ed., Marymount University

Conklin, Kimera

Grade 4
B.A., San Diego State University
M.Ed., Marymount University

Dart, Sherry

Grade 1
B.S., Georgia Southern University
M.A., University of Georgia

Edsall, Perry

Physical Education, Athletics
B.S., George Mason University

Gray, Maria Zita

Middle School Science
B.S. and M.A., The University
of San Carlos, Cebu City, Phillipines

Gregg, Robert

Head of School
B.A., University of New Hampshire
M.B.A., University of Wisconsin-Madison

Gunasinghe, Padmini

Montessori Assistant
B.A., Mahaweli College (Sri Lanka)

Haag, Deborah

Assistant Head of School
B.S. and M.Ed., Towson University

Huse, Hilary

Grade 2
BA, University of Virginia
M.A.T., Johns Hopkins University

Kirkland, Angelika

Art, Media Arts
B.A., University of Maryland
M.A., Maryland Institute College of Art

Komnik, Gretchen

Montessori Assistant, Technology Assistant
B.A., Franklin and Marshall College

Lowery, Jennifer

Music and Performing Arts
B.M., Lawrence University
(Conservatory of Music)

Lucas, Pam

Grade 2
B.A., George Mason University

Marzolino, Nicholas

Spanish, Latin
B.A., University of Scranton
PhD, Gregorian University, Rome, Italy

Melton, Annie

French
B.A., Eastern Washington University
B.A., California State Polytechnic University
French Baccalaureat, Lycee Camille-Jillian,
Bordeaux, France

Nichols, Allison

Montessori Directress
B.A., Messiah College
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Provenzano, Nancy

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Rivera-Morales, Camila

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Vagoun, Stacey

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Wilson, Katherine

Band and Middle School Humanities
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French, Latin
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