



Maryel International

KINDERGARTEN

CORE VALUES

Courage

Honesty

Perseverance

Kindness

Respect

Tolerance

Responsibility

Compassion

Self-esteem

Generosity

Maryel International is opening its first Kindergarten Class in September 2016 for children born between June and December 2011. With this wonderful news we are making our first step towards fulfilling our strategic growth plan to incorporate one grade per year in our elementary school.

The following school year, 2016-2017, will be the beginning of the development of Maryel School of New York.

Maryel School of New York is a private, independent, bilingual and bicultural Spanish/English elementary school that educates students from Nursery to Grade 5 and follows the curriculum of Spain and United States.

MISSION

Maryel educates girls and boys to “**be the best they can be and to lead in a global world**”. With a rigorous and challenging education, Maryel incorporates all forms of critical thinking and inspires a life-long love of learning. Tradition and innovation come together in this wonderful community.

To carry out our mission, Maryel unites the educational system of Spain and that of The United States.

The educational and cultural system of Spain is traditionally considered as one of the most rigorous, intellectually demanding and culturally rich academic models. The American educational system is characterized by its pragmatism, collaborative work and creativity. Maryel School is a harmonious combination of both systems which offers our students an education that is comparable to the most prestigious, independent schools of The United States and Europe.



UNITED STATES AND SPAIN

UNITED

BY A LONG HISTORY

EDUCATIONAL PHILOSOPHY

Dual Language Education

Multiple Intelligence Approach

Unique Dual-Language Education

For much of the twentieth century, it seemed possible that English could become the world language. It is now clear that we are moving into a multi-cultural and multi-lingual world. English seems set to remain the universal language; however, being able to speak and write in only one language is no longer sufficient.

Maryel Dual Language is a form of education that provides content instruction and literacy to all students through two languages: English and Spanish.

Our Model:

Spanish language is spoken all day in the primary grades (2's and 3's programs). English and Spanish are spoken equally in the upper grades (Pre-K to 5th Grade). Both literacy and content are taught in Spanish and in English over the course of the program. Instruction is delivered in one language at a time without translation and teachers maintain separation of languages for instruction.

The skills taught in each language are coordinated to maximize cross-linguistic transfer and support learning in the content areas. Language of the initial literacy instruction is taught in a way in which all students learn to read in both languages simultaneously.

Maryel students are more tolerant and respectful toward other human beings from different cultures. Young people are uniquely privileged to learn these skills and aptitudes as a fundamental part of their education.

Results:

Maryel students have greater cognitive flexibility, advanced problem solving skills, a higher order of abstract thinking abilities, and increased creativity. They also show advanced abilities to connect meanings between languages and cognitively make "more room" in the brain for new information.

The children who study in two languages consistently outscore monolingual students on standardized tests. Maryel students have a greater success in an educational setting and have the added benefit of greater ease in learning a third language.



Seven out of eight of Maryel Pre-K students scored above 90% in NYC Gifted and Talented Exam this year.

Multiple Intelligences Approach

Knowledge without experience is nothing more than philosophy; experiences without knowledge are nothing but ignorance.

Throughout history there have been innumerable educational trends that have searched for the best method to teach the students. Today, we have come to the conclusion that none of them are applicable to the totality of the students.

Thinking that all students learn the same way is the biggest mistake that all of the educational systems have committed throughout history. Each new educational philosophy that emerged was destroyed by the next one, every 20 years the educational trends have alternated in their use in search of the absolute truth.

The application of incorrect practices drives the demotivation of the student, and feeling this demotivation the principle cause of academic failure around the world. Even the most recognized educational trends can fail with demotivated students.

How can we motivate our students? What is lacking in the educational systems of the world? Why are there so many academic failures?

Our children need to know that we believe in them, that they are being listened to, and that their needs are being tended to.



In recent years, new definitions of intelligence have gained acceptance and have dramatically enhanced the appraisal of human competencies.

Dr. Howard Gardner of Harvard University suggests that there are at least eight human intelligences, two of which, verbal/linguistic intelligence and logical/mathematical intelligence, have dominated the traditional pedagogy of Western societies.

The six non-traditional intelligences, spatial, musical, kinesthetic, interpersonal and intrapersonal and naturalistic, have generally been overlooked in education. However, if we develop ways to teach and learn by engaging all eight intelligences, we will increase the possibilities for student to success .

According to Gardner: "We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."



Given that no two students learn in the same way, Maryel applies this approach as a base for our pedagogy. We believe that with this inclusive practice, the skills, abilities, gifts and different intelligences of each student are taken care of and strengthened.

All of the students can be apprentices of success. There are no limits to what one can learn at a certain age. The teachers' role also transforms in this type of program. Maryel's teachers evoke the development of skills that differ from those that would be developed by teachers simply standing in front of a class lecturing each day. Maryel's teachers observe their students from eight new perspectives.



The Maryel Method

The Maryel Method is primarily based on the MOTIVATION of the student for learning and is made up of four consecutive phases:

PHASE 1- Transmission of knowledge and concepts to the student

The concepts and knowledge are transmitted to the student by using diverse forms. Traditionally, what the teacher and textbooks say have been the forms utilized to transmit knowledge to the students. This positively served students with an elevated linguistic and intrapersonal intelligence and was a disadvantage for those students with a lesser development of these intelligences. These situations can lead to the demotivation of the student and in numerous occasions to academic failure and dropouts.

The Maryel Method presents each new concept with at least five different activities that involve at least five intelligences.

PHASE 2- Processing Information

Each student processes information and concepts through a personal channel that probably coincides with the more developed intelligence or intelligences in that point of their life. For students with a strong musical intelligence, the concepts are assimilated better through music and songs. For students with an advanced logical-mathematical intelligence, they internalize concepts through numbers, graphs or logical reasoning. For those students with a strong intrapersonal intelligence, they will absorb knowledge through solitary study.

PHASE 3- Practical application of acquired knowledge- Projects

The projects both individual and in groups are the way that this method uses to allow the student to put the recently acquired knowledge into practice and make a connection between theory and practice by arriving at a more profound understanding of what has been learned.

On the other hand, the projects allow the projects themselves to be made so that the student has the opportunity to pose questions, questions what has been learned, debate different opinions and come to their own conclusions.

PHASE 4- *Emotional integration- Wisdom*

In this final phase, the student, after acquiring the knowledge and practical experience, carries out an emotional integration of what had been learned and is capable of utilizing this in their daily lives outside of the classroom. Maryel Emotional Intelligence Program is key for this phase to be successful.



CURRICULUM

The Kindergarten class will be taught 50% in Spanish and 50% in English. The languages will alternate each day in cycles of two weeks.

SUBJECTS	Language used for instruction	KINDERGARTEN (2016-2017)
Mathematics Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten Measurement and Data Geometry	English	Singapore Early Birds Standards Edition-Kindergarten
	Spanish	EntusiasMAT 5
Language Arts-Spelling & Vocabulary Reading & Literature The Kindergarten program emphasizes the acquisition of language skills, print concepts and reading. Daily readings of stories and poems strengthen their ability to empathize and to express their feelings and imagination. Reading skills are taught in both large and small groups, and book selections for small-group instruction are based on children's developing reading abilities.	English	SRA Phonics 1-2 and The American Language Series (Phonics based reading program).
	Spanish	Ludiletras 5
Language Arts. Writing Hand writing is practiced daily. Children participate in activities such a guide writing, dictation, and creative writing.	English	Handwriting Without Tears Kindergarten
	Spanish	Ludiletras 5
History/Geography The Kindergarten History program focuses on History of America and Spain through National Holiday Study. Kindergarten students are exposed to learn about geography of school, neighborhood and city. Names of continents and oceans will be introduced in Kindergarten	English/ Spanish	Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day. Geography of school, neighborhood and city. Names of continent and oceans.

<p>Science Kindergarten students are encouraged to use all their senses to observe and explore the natural world around them. Children conduct experiments and discuss observation, data and results.</p>	<p>English/ Spanish</p>	<p>The Earth and the Universe I Water on Earth (Oceans) I Human Body I Animals, plants and habitats I (Taught in two year cycle)</p>
<p>Chess Kindergarten Chess program is conducted in English Language. Children are encouraged to play this 1500-year-old game to improve concentration and memory, foster logic and critical thinking and improve math skills and reading.</p>	<p>English</p>	<p>Tekman Books Program</p>
<p>Music Our Kindergarten Music Program follows Kodály Approach. Kodály training is a complete and comprehensive approach to music education which meets the National Standards for Arts Education as published by MENC, © 1994. The development of all skill areas begins very early with simple tasks required of all the students. As knowledge grows, skills are developed further in a sequential manner. In addition to music reading and writing which are begun at an early stage, the following skill areas are also developed: part-singing, part-hearing, improvisation, intonation, listening, memory, phrasing and understanding of form. An awareness and knowledge of musical styles develops as skills become more proficient.</p>	<p>English/ Spanish</p>	<p>Kodály approach</p>
<p>Physical Education and Health Kindergarten students engage in formal physical education classes 2 days a week, where they develop motor skills, physical fitness, cognitive concepts such as traveling in different directions and awareness of rules and strategies in various sports, as well as personal social character traits.</p>	<p>English/ Spanish</p>	<ul style="list-style-type: none"> - Soccer - Basketball - Baseball
<p>Visual Arts (English/Spanish)</p>	<p>English/ Spanish</p>	<p>Visual Art Program will be integrated with History, Science and Math. Kindergarten students will explore the basic skills of constructing with paper, clay, recycled materials, fabric and a variety of other media.</p>

<p>International Studies Kindergarten students are exposed to the rich culture and traditions of Spain.</p>	<p>English/ Spanish</p>	<ul style="list-style-type: none"> - Spain's different regions - Dance - Music - Architecture - Food - Dialects of Spain
<p>Emotional Intelligence Program Maryel Emotional Intelligence Program aims to become a means of enhancing Emotional Intelligence and Social Skills of the children.</p> <p>The purpose of this program is to create an emotional fitness for children. Our students train and develop their emotional skills and incorporate resources that can gradually be generalized to situations in everyday life.</p>	<p>English/ Spanish</p>	<p>Kindergarten students will</p> <ul style="list-style-type: none"> * Learn to identify their own emotions. * Manage their emotional reactions identifying appropriate ways to express themselves. * Develop an unconditional acceptance of self and others. * Develop self-control and empathy. * Learn that there are different types of situations and require different responses.



KINDERGARTEN SCHEDULE

2016-2017

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL
8:15-8:30	Meeting	Meeting	Meeting	Meeting	Meeting
8:30-9:15	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:15-10	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10-10:30	Short Recess	Short Recess	Short Recess	Short Recess	Short Recess
10:30-11:15	Geography/History	Geography/History	Science	Science	Science
11:15-12:00	International Studies	Language Arts	Geography/History	Visual Arts	Visual Arts
12:00-1:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
1:00-1:45	Language Arts	Physical Education	Mathematics	Language Arts	Physical Education
1:45-2:30	Drama	Physical Education	International Studies	Chess	Physical Education
2:30-3:15	Drama	Mathematics	Music*	Mathematics	Music*



2016-2017 SCHOOL CALENDAR

Kindergarten

Mon.-Fri.	August 22-Sept 2	All staff workshop
Monday	September 5	Labor Day: School & Office Closed
Tuesday	September 6	Open House: meet teacher and visit classroom (9am-10am)
First Term: Grammar School (9/7-12/2) 57 days		
Wednesday	September 7	First Day of School Kindergarten
Monday	September 19	Curriculum Night Kindergarten
Friday	September 23	Welcome Picnic for the entire School
Monday	October 10	Columbus Day (No School): School and Office Closed
Tuesday	October 11	Professional Development Day: No Classes
Friday	October 14	Parent Teacher Conference Kindergarten
Tuesday	November 8	Maryel Parent Open House: Kindergarten
Friday	November 18	Maryel Spelling Bee: Kindergarten (English)
Monday	November 21	Maryel Spelling Bee: Kindergarten (Spanish)
Tuesday	November 22	Thanksgiving Feast for the entire School
Wed.-Fri.	November 23-25	Thanksgiving Break (No School): School and Office Closed
Monday	November 28	Return to School

Mon.-Fri.	December 19-Jan. 2	Winter Break (School and Office Closed)
Monday	January 2	Professional Development Day: No Classes
Tuesday	January 3	Back to School
Friday	January 6	Re-enrollment contract released
Monday	January 16	Dr. Martin Luther King Jr. Day (No School)
Monday	February 6	Parent Teacher Conference Kindergarten
Mon.-Tues.	Feb. 20-21	President's Day Break (No School); School and Office closed
<hr/>		
Third Term: Grammar School (3/13-6/15) 53 Days		
Friday	March 17	Progress Reports sent home
Mon.-Fri.	March 20-31	Spring Break (No School; Office Open)
Monday	April 3	Back to School
Thursday	April 13	Poetry Festival
Friday	April 14	Professional Development Day: No Classes
Mon.-Fri.	April 17-21	Book Fair
Mon.-Fri.	May 1-5	Teachers Appreciation Week
Friday	May 12	Mother's Day Breakfast
Friday	May 26	Grandparents and Special Friends
Monday	May 29	Memorial Day (No School)
Friday	June 2	End of Year Ceremony for entire School
Friday	June 9	Last Day of School Kindergarten 12pm. Dismissal
Monday	June 19	Progress Reports Sent Home: Kindergarten

ADMISSIONS

SCHOOL TOURS

Maryel welcomes individual tours throughout the year. We truly believe that once you set foot in our school you will fall in love with the warm and inviting atmosphere. By walking through the hallways, visiting classes, and seeing the interaction between students and teachers, you will gain invaluable insight into the Maryel community. You will see what makes Maryel a unique academic experience.

Tours are for parents only and you are invited to attend without having submitted an application.

To reserve for a tour please call our office at 212-213-2097 or email at christina@maryel.org.

.

APPLICATION PROCESS

Maryel International follows a rolling admissions process and a fast response policy to alleviate families from the stress of NY school admissions. Applications can be sent throughout the year.



Due to limited places, early applicants are given priority. We strongly recommend applying as early as possible. Most applications are received one year in advance.

STEP 1- APPLY

Applications for enrollment at the school must be submitted through our online application form.

Click here to apply:

<http://mytads.com/a/maryelinternationalpreschool>

Parents unable to complete an application online can call the admissions office for assistance.

Together with the application form, parents will have to submit:

Certificate of Birth

Application Fee (\$75)

STEP 2 – PARENT INTERVIEW AND STUDENT ASSESSMENT

Once the application is submitted, the Admissions Office will contact you to schedule a family meeting and child assessment. The parent conversation and child's assessment will be scheduled for separate dates.



STEP 3 – APPLICANT VISIT

Children meet in small grade-specific groups, and participate in teacher-directed activities and have a brief period of unstructured play. Only one parent needs to be present for the child assessment. One parent will be asked to accompany the child into the classroom and to separate as much as possible.

The school aims to communicate the application outcome within a few days of the assessment date.

Parents who accept admission must return a signed contract with a non-refundable deposit which will be credited toward tuition.



TUITION 2016-2017

Kindergarten: \$24,800

Tuition includes textbooks, workbooks, class field trips, science lab supplies and other school supplies

(Not including extra- curricular activities, meals, and uniforms)

PAYMENT SCHEDULE

In general, the payment schedule of tuition is as follows:

- Upon acceptance to Maryel, a non-refundable deposit of 20 percent is requested; this deposit is credited toward the tuition bill.
- 50% of the Tuition is due by June 1st, 2016
- 50% of the Tuition is due by October 1st, 2016

CONTACT

Maryel International

28 East 35th Street

New York, NY 10016

Admissions@maryel.org (212) 213-2097

