

MONTESSORI EDUCATION

Undercroft was founded in 1964 by parents who wanted to bring Montessori education to Tulsa. Undercroft is the first and only accredited Montessori school in Oklahoma.

OUR MISSION

Undercroft Montessori School provides an authentic Montessori education. We are committed to independence in thought and action; critical and collaborative thinking; academic excellence; and compassion and respect for self, community and the world.

OUR PHILOSOPHY

The Montessori approach to education takes its name from Italian physician and educator, Dr. Maria Montessori. Developed over a century ago, her discoveries regarding how children develop and learn are supported by modern scientific research. Undercroft Montessori School is among thousands of Montessori schools around the world.

Dr. Montessori discovered:

- Students' education and development largely result from their own efforts.
- Students possess a deep desire to explore their environment with all of their senses.
- Students require freedom to move and choose their own activities.
- Students have innate desire for purposeful work.
- Students' environment plays a significant role in providing information and opportunities for exploration.



OUR VALUES

Members of the Undercroft community value and are committed to:

- Nurture the spirit of the child
- Foster personal responsibility for learning and life choices
- Provide a prepared environment supporting individual students' developmental needs at each level
- Demonstrate community and global awareness, global citizenship and social responsibility
- Promote peace
- Celebrate and honor diversity
- Recognize and cultivate the whole child; physical, emotional, social and intellectual
- Respect our staff and fully trained guides; dedicated, compassionate and committed to ongoing professional development
- Build strong and active partnerships among students, parents and staff
- Thrive as a mutually respectful and supportive community



MONTESSORI EDUCATION

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- Emphasis on cognitive structures and social development
- Teacher's role is unobtrusive; child actively participates in learning
- Environment and method encourage internal self-discipline
- Individual and group instruction adapts to each student's learning style
- Mixed age grouping
- Children encouraged to teach, collaborate, and help each other
- Child chooses own work from interests, abilities
- Child formulates concepts from self-teaching materials
- Child works as long as s/he wants on chosen project
- Child sets own learning pace to internalize information
- Child spots own errors thru feedback from material
- Learning is reinforced internally thru child's own repetition of activity, internal feelings of success from repetition
- Multi-sensory materials for physical exploration development
- Organized program for learning care of self and self-care environment (shoe polishing, sink washing, etc.)
- Child can work where s/he is comfortable, moves and talks at will (yet doesn't disturb others); group work is voluntary and negotiable
- Organized program for parents to understand the Montessori philosophy and participate in the learning process

TRADITIONAL EDUCATION

- Emphasis on rote knowledge and social development
- Teacher's role is dominant, active; child is a passive participant
- Teacher is primary enforcer of external discipline
- Individual and group instruction conforms to the adult's teaching style
- Same age grouping
- Most teaching done by teacher and collaboration is discouraged
- Curriculum structured with little regard for child's interests
- Child is guided to concepts by teacher
- Child usually given specific time for work
- Instruction pace set by group norm or teacher
- Errors corrected by teacher
- Learning is reinforced externally by rewards, discouragements
- Few materials for sensory, concrete manipulation
- Little emphasis on instruction or classroom maintenance
- Child assigned seat; encouraged to sit still and listen during group sessions
- Voluntary parent involvement, often only as fundraisers, not participants in understanding the learning process



LEVELS OF EDUCATION

EARLY CHILDHOOD | ages 3-6

Students learn phonics based language, mathematics and explorations in geography and science through hands on experiences with concrete materials in beautifully prepared environments. Independence and personal responsibility are cultivated as children learn skills of courtesy, coordination of movement, focus, concentration, and caring for themselves and their class environment.

Music & Physical Education for all students; Fine Arts for 3rd year students; Spanish for full day students



LOWER ELEMENTARY | 1st-3rd grades, ages 6-9

Students take responsibility for learning through individualized goal setting and self-managed work records. Concrete materials and the power of storytelling are used to introduce new concepts and excite students' interest in mathematics, geometry, language studies, and integrated studies in geography, pre-history, zoology and botany. Computers are used for writing, research and skill building. Field trips enhance learning as students begin to explore the world outside the classroom.

Physical Education, Fine Arts, Music and Spanish



UPPER ELEMENTARY | 4th-6th grades, ages 9-12

Learning is extended beyond the classroom through regular outings to enhance studies and provide community service. Concrete materials continue to support learning of advanced concepts in mathematics and geometry, language and grammar studies, geography and the history of human civilization, zoology, botany, astronomy, anatomy and chemistry.

Physical Education, Fine Arts, Steel Drums Band, and Spanish through Rosetta Stone language program



MIDDLE SCHOOL | 7th-8th grades, ages 12-15

Students learn practical skills of planning, organization and collaboration as they manage community service projects and run small business ventures which fund adventure trips throughout the year. Rigorous studies in algebra, computer literacy, language arts, literature and writing, physical and life sciences, geography, history and government prepare students well for the transition to high school.

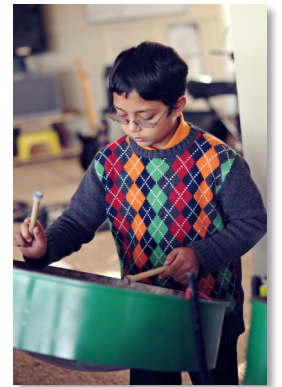
Physical Education, Spanish, Fine Arts and Rock Band



SPECIALS

Students' educational experience is enriched through special programs in fine arts, music, physical education and language instruction.

- **Fine Arts** instruction begins with third year early childhood students and continues through eighth grade in small group instruction. Students experience a rich assortment of media, techniques and styles, including clay and ceramics, paint, three dimensional art, drawing, painting, printmaking and more. The elements of art and the principals of design are taught in all the classes appropriate to the age group. There is an effort in middle school to encourage and prepare students who intend to follow art into high school. Classes are designed to sharpen painting, drawing and design skills.
- **Music** instruction begins with our youngest early childhood students who receive small group instruction using voice, movement to music and percussion instruments to match pitch, rhythm, volume and tone. In the lower elementary level, students continue exploring musical genres and begin to learn musical notation while learning to sing, move to music and play a variety of instruments.
- **Steel Drums and Rock Band.** Upper elementary students spend three years learning to play in small steel drums bands, continuing their understanding of musical notation, rhythm, harmony and team work. Middle school provides opportunities for students to take a rock band elective, learning to make the music they love with drums, guitars, bass, keyboard and voice.
- **Introduction to Spanish** instruction begins with whole group lessons for full day early childhood students who learn oral vocabulary and simple phrases. Instruction continues through the lower elementary level after which students begin independent study in upper elementary classes using Rosetta Stone. Independent study continues through middle school and is supplemented with regular instruction in conversational Spanish.
- **Physical education** begins at the early childhood level and continues through middle school with a focus on skill building, team work, physical fitness and fun. Cooperation is emphasized rather than competition.



BEFORE & AFTER SCHOOL CARE

- For families who need a little extra time in the morning, our Before Care program allows students to go to their own classroom as early as 7:30 a.m.
- After Care programs are available for students at each level until 5:30 p.m.



DISCOVER COMMUNITY

At Undercroft, we value community. From their earliest years, students enjoy close relationships with peers and guides, and learn to value the unique contributions and perspectives of diverse members of their classroom communities. We also strive to build strong relationships with parents. The entire school benefits from the many contributions of our families who are so generous with their resources, time and talent.

COMMUNITY BUILDING COMMITTEE (CBC)

The Community Building Committee (CBC) is appointed by our Board of Directors to organize social and fundraising activities and coordinate parent volunteers, such as our class room representatives.



SPECIAL EVENTS & ACTIVITIES

In addition to class gatherings, these school-wide activities are great occasions for families to get to know each other.

- Coffee Social – a gathering for parents on the first day of school
- International Day of Peace – a schoolwide observance on September 21st
- UNDER the Stars – a special evening social for parents on our Playscape
- Fall Festival – family fun in October
- Folks' Day – children enjoy hosting a special adult guest and visiting the bake sale and book fair on the last day of school before Thanksgiving break
- fUNDERaiser – a live event bringing our parents together for food, fun, and the chance to support our school by bidding on some very special art pieces created by Undercroft students.
- HoneyFest – a community event organized to celebrate the benefits of honey, educate the public on the importance of honey bees and pollination in our environment, raise money for our school and generate buzz about Undercroft and the Montessori method.



DISCOVER COMMUNITY

AFTER SCHOOL ENRICHMENT

A variety of after school enrichment programs are available on campus. The offerings vary each year and include programs such as:

- Yoga (ages 3-6 early childhood)
- Piano lessons (ages 4+)
- Ballet (ages 3-6 early childhood)
- Sewing Club (ages 5-9 early childhood and lower elementary)
- Drama (ages 3-6 & 6-9, early childhood & lower elementary)
- Speech and Debate (ages 11-14 upper elementary and middle school)
- Robotics / STEM (ages 5-12; lower and upper elementary)
- Guitar Lessons (ages 9-14)

PLAYSCAPE:

The Playscape currently features an amphitheater, skateboard rink, labyrinth, outdoor musical instruments, sand canyon, alphabet garden, swings, two play structures, fountain, basketball/volleyball court, tunnels, and a playing field.



CAMPUS SAFETY

All building entry doors remain locked outside carpool hours.
Visitors are required to check-in with the office to be issued a visitor badge.
All Undercroft staff must have security badges to enter buildings.
Gates are locked at the end of the day and remain locked during the night.



APPLICATION

ENROLLMENT: FALL 2025 SPRING 2026 FALL 2026

NONREFUNDABLE APPLICATION FEE \$50.00

PLEASE ATTACH A CURRENT PHOTO OF YOUR CHILD

STUDENT INFORMATION:

| | | | |
|--------|---------------|--------------------|-------------|
| FIRST | MIDDLE | LAST | Name Called |
| GENDER | DATE OF BIRTH | AGE (YEARS/MONTHS) | |

PARENT/GUARDIAN INFORMATION

| | | | |
|---------------|-----------------|---------------|-----------------|
| PARENT 1 NAME | | PARENT 2 NAME | |
| ADDRESS | | ADDRESS | |
| CITY | STATE | ZIP | CITY STATE ZIP |
| HOME PHONE | WORK PHONE | HOME PHONE | WORK PHONE |
| CELL PHONE | PREFERRED PHONE | CELL PHONE | PREFERRED PHONE |
| EMPLOYER | OCCUPATION | EMPLOYER | OCCUPATION |
| EMAIL | | EMAIL | |

CHILD'S PRIMARY RESIDENCE: Both Parents Parent 1 Parent 2 Guardian

Name(s) of Siblings

Date of Birth

Previous Program(s) Attended

Date Attended

Early Childhood Program (Ages 3-6)

- Half Day (7:55-11:30 a.m.)
- Full Day with Nap (7:55-3:15 p.m.)
- Full Day (7:55-3:15 p.m.)

Elementary & Middle School Programs

*prior school records required with application

- Lower Elementary (1st-3rd grades, ages 6-9)
- Upper Elementary (4th-6th grades, ages 9-12)
- Middle School (7th-8th grades, ages 12-15)

Before & After Hours Care

- Before School 7:30-7:55 a.m.
- After School 3:15-5:30 p.m.

PARENT/GUARDIAN _____

DATE _____

Undercroft Montessori School does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, genetic information, disability, age or any other class protected by law, in administration of its policies, practices or procedures, including admission of students, tuition assistance, and educational services.



- How did you first learn about Undercroft?

- What are your educational goals for your child?

- Has your child had prior experience in a school or child care setting? Please describe the program(s) and how your child responded to it.

- What are some of your child's interests and activities?

- How would you describe your child's interactions with their peers and/or siblings?

- Are there any areas in which you'd like us to give your child special help and encouragement?

- Is there any significant medical history about which we should be aware? Please provide any diagnostic evaluations (either educational and/or psychological). All information regarding your child will remain confidential.

- Does your child have allergies? Please specify.

- Please share something that may help our guide put your child at ease when greeting him/her for the interview process. For example: a pet's name, music or any other topic of interest.



TUITION

PLAN A: Annual Tuition + Supply Fee + \$20 service fee; one payment due August 1st

PLAN B: Tuition + Supply Fee + \$125.00 service fee (included below) (August only); 60% due August 1st & 40% due December 1st

PLAN C: Tuition + Supply Fee + \$350 service fee (\$250 for Half Day) (included below); 10 monthly payments, August through May

| 2025-2026 Academic Year | SUPPLY FEE | PLAN A | PLAN B | PLAN C |
|--|------------|--|---|--|
| Early Childhood Half Day (7:55 - 11:30) | \$400 | \$8,255 | \$5,066 / \$3,294 | \$848.50 |
| Early Childhood Full Day w/ Nap (7:55 - 3:15) | \$400 | \$12,345 | \$7,520 / \$4,930 | \$1,267.50 |
| Early Childhood Full Day (7:55 - 3:15) | \$400 | \$12,345 | \$7,520 / \$4,930 | \$1,267.50 |
| Lower Elementary (7:55 - 3:15) | \$400 | \$13,025 | \$7,928 / \$5,202 | \$1,335.50 |
| Upper Elementary (7:55 - 3:15) | \$400 | \$13,510 | \$8,219 / \$5,396 | \$1,384.00 |
| Middle School (7:55 - 3:15) | \$665 | \$14,060 <small>(includes \$700 trip & snack fee*</small> | \$8,549 / \$5,616 <small>(includes \$420 / \$280 trip & snack fee*</small> | \$1,439.00 <small>(includes \$70.00 trip & snack fee*</small> |

Tuition for the following academic year is set by the Undercroft Board of Directors in January of each year.

Non-refundable supply fee is due with the return of a signed contract.

*Middle School activity fee includes supplies for healthy snacks, cooking and baking, three: 3-day overnight field trips in addition to a five day 8th grade retreat (lodging, food, gasoline and activities). The required fee is payable by choice of payment method.

Before School Care | 7:30 a.m. - 7:55 a.m.

After School Care | 3:15 p.m. - 5:30 p.m.

Before School Care

PLAN A: \$870
PLAN B: \$522 / \$348
PLAN C: \$87.00

After School Care

PLAN A: \$2,390
PLAN B: \$1,434 / \$956
PLAN C: \$239



AFTER UNDERCROFT

Undercroft's graduates transition well to area high schools, both public and private.

Our graduates have successfully continued their education at Bishop Kelley, Bixby High School, Booker T. Washington, Cascia Hall, Holland Hall, Jenks High School, Riverfield Country Day School, Tulsa School of Arts and Sciences, and Union High School.



ALUMNI TESTIMONIALS

"The Montessori approach at Undercroft taught me how to learn and not to be afraid to ask questions. It started me on my path of love for the sciences. Montessori taught me how best to teach myself and learn. I also learned how to work with others, and discovered that there is more than one way to learn something. Undercroft helped me through my issues with Dyslexia. The guides never made me feel that it was a problem but were always looking for different ways to teach me. This always made me feel that everything was possible."

- Maya Wei-Hass

Maya is a scientist, explorer, and risk taker. She has traveled all over the world and worked on research projects in Antarctica, New Zealand, and Alaska, where she monitored the long-term effects of permafrost melting. Upon her college graduation she worked at the Smithsonian Institute as an Assistant Editor for Science and Innovation. Today, Maya works as a Science Writer at National Geographic.



"Undercroft is my favorite place in the world to visit for one reason: the people. I know when I walk into any classroom at Undercroft I will find not only exceptional teachers, but exceptional students as well. It brings me great pride to say I went to Undercroft Montessori School, because it is the place that has helped me succeed in so many facets of life. I am indebted to Undercroft and it will always have a special place in my heart."

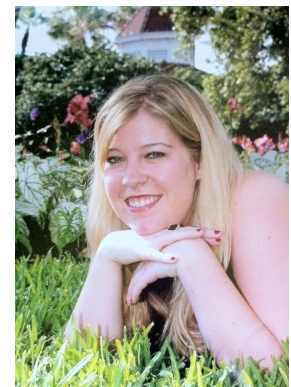
-Stephen Sesso

Stephen attended High School at Riverfield Country Day School here in Tulsa, and upon graduation, moved to Nashville, TN earning his Audio Engineering degree and graduation with Honors from Belmont University. He is currently working as a Musician and Audio Engineer in Los Angeles, CA. His credits include work with Snow Patrol, Walk, the Moon, Hozier, and LANY.

"Undercroft taught me not only how to learn, but to love learning. The structure of Undercroft helped me understand the need to schedule my time. I sit down every week and plan my schedule just like the work record I used at Undercroft. I had been learning this skill since first grade. That is pretty remarkable!"

-Caitlyn Lincoln

Caitlyn graduated from the University of Tulsa with a major in history, a minor in English and literature and a journalism certificate. She is currently pursuing her MBA at TU.



PROFILE OF A UMS GRADUATE

HOW CAN YOU RECOGNIZE AN UNDERCROFT MONTESSORI GRADUATE?

- **They are Conscientious.** Individuals are self-reflective; they know themselves and set goals for personal growth and improvement. Students work effectively in collaborative groups, with appreciation for the diverse skills and interests of each group member.
- **They are Empowered to Make a Difference.** Graduates see leadership as service, value contributions of others in community, and promote peace. Students demonstrate confidence and exercise flexibility and self-discipline; they understand their actions have an effect that goes beyond themselves. They recognize the interconnectedness of all things and their role in the community.
- **They are Driven to Persevere.** Students consider both successes and failures as building blocks for lifelong learning. Self-awareness allows students to actively move towards personal growth and self-fulfillment.
- **They are Self-Sufficient Problem Solvers.** Willing to take initiative in solving problems, graduates exhibit strengths in adaptability and resourcefulness. Demonstrating self-advocacy with confidence and independence, graduates identify and overcome obstacles and make decisions based on personal core values.
- **They are Purposeful Knowledge Seekers.** Graduates pursue practical experience and adapt their skills and talents to a variety of real-life goals and challenges. Students are intrinsically motivated to achieve. Students love learning and strive for quality of education over meeting minimum standards.

