



Nightingale Notes

September 2020

October

- 2 Student Work Drop-off
- 5 Breakfast/Lunch Box Pick-up
Student Work Pick-up
- 9 Student Work Drop-off
- 12 Breakfast/Lunch Box Pick-up
Student Work Pick-up
- 19 Student Work Pick-up
- 22 End of Quarter 1
- 23 NO SCHOOL—Waiver Day**
- 26 Quarter 2 Begins
Remote Learning or Blended Learning
Breakfast/Lunch Box Pick-up
Blended Learning Groups Begin

NIGHTINGALE MONTESSORI WINS USDA GRANT



Awarded a Farm-to-School Grant by the U.S. Department of Agriculture, Nightingale Montessori of North Springfield will use its newly renovated school campus at 2525 North Limestone Street to pilot a

living laboratory for hosting community Farm-to-School workshops. In collaboration with its key partners, Catholic Central School and Heron Berry Hill Farm, Nightingale will expand its current learning gardens and equip a state-of-the art community teaching kitchen on its new 10-acre campus.

For over four decades, Nightingale has offered Springfield families the benefit of innovative research-based programs that serve preK-12 including infants & toddlers. Our students receive a solid foundation in academic skills, not only in reading and math, but in self-discipline, innovative thinking, and problem-solving.

The purpose of the USDA grant is to bring more locally sourced food into school cafeterias – particularly in districts that have become urban food deserts – and to integrate agriculture and nutrition education into the standard curriculum. This grant opportunity aligns perfectly with Nightingale’s widening focus on the hands-on Edible Schoolyard experience, encouraging children to take healthy eating habits into their own hands and learn the skills necessary for growing healthy communities.

We are increasingly convinced at Nightingale that experiential education and the study of sustainable life systems provide the keystone for connecting and integrating all components of our academic curriculum, helping to build the life skills our children will need as they face the challenges of the 21st century.

As Nightingale now transitions to its new campus, parents, teachers, and students are preparing the terrain to receive cherished raised garden beds from the school’s current East High Street location. During renovation, families have been working to enhance the outdoor “classrooms” by landscaping an edible forest arboretum with native plantings, a wetland habitat, fruit orchards, pollinator gardens, culinary herbal beds, woodland trails, and a living lab greenhouse.

Food raised in these biodynamic gardens supports the school’s growing culinary program enabling even our youngest students to prepare meals



from freshly harvested fruits and vegetables in the new community teaching kitchen.

The school's Master Garden Director, Jared Martin, teaches "permaculture design" – a set of conscious design principles that simulate the patterns, beauty, and resilience we observe in natural ecosystems. Permaculture offers a practical approach to the land based on the care of people, the care of the Earth, and the equitable sharing of resources.



Our lead teacher in the Science Department, Jayne Woodward, will develop and integrate the curricula for the learning garden and teaching kitchen, and our Master Chef, Stephanie Woodward, will procure local farm food to supplement home-grown produce and instruct classes and community workshops in food preparation and nutrition. In Jared's words, "As we learn to take care of the Earth, we learn to take care of each other, flourish as a cooperative community, and transform seeming scarcity into abundance."

Offering a match for the USDA grant, Marvin's Organic Gardens contributed \$10,000 in compost, mulch and horticulture sand. A new acquisition of 3.6 acres of forest habitat adjacent to the new site will enable high school micro-business teams to further develop the urban food forest and native tree nurseries. Nightingale's goal is to showcase the Farm to School experience within the wider community. We may be dreaming too big, but we envision the school as a major food education center serving the school systems of Clark, Logan, Montgomery, Green, and Champaign Counties.



Quarter 2: Remote Learning or Blended Learning

Quarter 2 begins on October 26th. SOON, you will receive a survey on SchoolCues where you will be able to choose if your student(s) will remain a Remote Learner or would like to become a Blended Learner during Quarter 2. Your student's choice will be a commitment for the entire quarter. If your student chooses Blended Learning, he/she will attend on Monday and Tuesday or on Wednesday and Thursday. We will keep siblings that choose Blended Learning on the same days of attendance. Your students' teacher will be assigning members to the M,T and W,Th groups as they try to match learning opportunities. We will use parent needs and preferences as a guiding element as much as possible.

Some of us are SO EXCITED to be able to come back to the building and work with our classmates. Social interaction and peer-to-peer learning is an important element in the student's development so we recognize why being here is a missing piece. However, some of us are doing REALLY WELL with Remote Learning and we very much would like to see you remain successful. Please choose WHAT WORKS BEST for your student even if that means some students in the same household are Remote Learners and some are Blended Learners. We recognize that we all have individual needs.

We will not be altering our schedule or our Canvas class formats. We will ALL still be working with our work boxes and we will ALL still be attending our classes on a regular schedule whether in-person or remotely. We are so proud of all of our teachers, students and parents and of all we have accomplished during our Quarter 1 Remote Learning. We feel it is very important to keep doing what is working and to keep our routines and expectations the same so that all students can reach as much success as they can.

What Will Blended Learning Look Like?

- Parents must fill out the COVID-19 Screening Tool on SchoolCues every morning at drop-off
- Students will have temperature taken, mask on, and hands sanitized at entry.
- Students will wear masks all day unless outside and/or eating.
- Students will wash their hands before and after lunch, at arrival and dismissal and at every inside/outside transition
- Students will have an assigned work area (teachers will move between areas)
- Students will sanitize their tables and areas daily (with adult supervision)
- Falcons and Wings will have an additional outdoor classroom environment: Large covered tent with internet access and some heat.
- Owls will be moving to a new area (our old Chickadee spaces) and have an outdoor work area in the courtyard.
- Eagles will be able to spread out into more spaces as needed and enjoy additional outdoor work hours.
- A1 Sanitation will sanitize the environments weekly on Tuesday evenings between group changes

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- Breakfast and Lunch will be served as trayed. We will deliver the full menu meal trayed to the classrooms for consumption. Students can choose to pack or have school lunch.
- Students will need to have their own water bottles and will continue to use their own individual materials and work boxes.

A Vision of Learning from a Montessori Perspective

“Our aim is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core.” Dr. Maria Montessori

As we embark on a time of “Learning from Home” our aim is to create a Montessori-based framework that serves our students while supporting parents as we all adapt to a different daily routine. It is important to us that the student’s activity during this time be enjoyable, thoughtful, challenging and rewarding.

Replicating what happens in our classrooms is not something we can achieve during this period. Our goal is to work in collaboration with families to keep alive the *culture of learning that is unique to Montessori and provides families with support and activities that match the developmental needs and characteristics of the student.*

How Do We Establish This at Home?

The Montessori method is all about the *process*. *While completion of work is important, it is our approach that makes all the difference. Learning is most effective when it is within a greater context. When we connect subjects and concepts, we establish meaning which fuels motivation in students. Above all, we want children to feel connected to their learning, not simply “complete assignments” while at home.*

Learning together with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for students. This instills a great sense of ownership and responsibility for the student.

It is important to us that we maintain a feeling of connectedness throughout this process. We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period of closure is assured.

The Prepared Environment

- Find ways to support independence, engage in meaningful tasks and supplement learning with various activities suggested by teachers

- Establish a quiet space, expectations and routines for any specific assignments shared by teachers.
- Maintain a routine of handing in work and receiving feedback from teachers

Practical Life

- Practical life is an important part of experiential learning. It is part of every Montessori classroom and can be mirrored at home. These activities assist students in developing purposeful life skills for their continued growth and development. This includes refining fine motor and movement skills and practicing coordination, planning and problem-solving. Practical life activities provide students with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision making, organization, problem solving, impulse control, collaboration and communication.
- Practical life is engaging for children at all stages of development and tasks are designed according to their level of coordination and independence. You can organize a “job chart” or list of family projects as a way to help guide your child’s interests. Planning and gathering resources to complete the tasks is purposeful work.
- Examples: Setting the table, watering plants, tidying and organizing rooms, planning an outing, taking care of pets, preparing a snack/meal, helping with shopping lists/ budgeting, repairing a bicycle or planting a small garden.
- These ideas foster a sense of contribution, responsibility, shared experiences and satisfaction.
- As students get older, these activities lead naturally to volunteer experiences and beginnings of community work. For our oldest adolescents, many of these practical life experiences are the foundation of their sense of belonging and personal vision.

The Uninterrupted Work Cycle

- Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home.
- In a Montessori classroom, students are given large blocks of time in order to explore their work deeply. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. It is the framework that fosters student-centered as opposed to teacher-directed learning.

Ownership of Tasks and Sharing of Learning

- Montessori learning environments are often referred to as “optimal learning environments” because of the inherent skills and outcomes that result from being in a rich and interesting classroom, coupled with the dynamic of interactions amongst peers and teachers.
- In order to foster a deep sense of ownership in their learning, we focus on two things: the developmental needs and characteristics of

the student and their interests.

- Key points that aid in cultivating a student's self-direction and attention to their work: Choice, Participation in planning and organizing tasks, Conversation, Finding good resources, and Sharing of knowledge.
- It is a regular occurrence in a Montessori classroom for children to present their work or projects to one another. This is something you can replicate at home. Planning a presentation or sharing time at the end of a project is very exciting for students and gives students an opportunity to use their voice. It is an essential part of the learning process as it requires synthesis of learning to describe, explain and express yourself clearly. It feels celebratory as well!

Feeling of Responsibility and Contribution to Community/ Family

- Being in a Montessori school is often described by students as being part of a big family. All of the aspects of a Montessori classroom result in a feeling of belonging to a community and with that, we learn that there is a responsibility to ourselves, others and the environment.
- It is our commitment to each student at NM that they reach their fullest potential and feel that they are a valued part of our community

Program Specific Needs and Characteristics

Elementary I: Eagles

Students are expected to:

- Plan and organize work with guidance from caregivers
- Follow teachers' guidelines and academic expectations
- Work with integrity on assigned tasks - do your best!

Caregivers are invited to:

- Guide your student to set up a prepared environment at home
- Establish a consistent routine and work schedule together
- Follow along with teachers' suggested activities to maintain skills and concepts
- Provide opportunities for your student to share/present work to you

Elementary I Teachers will:

- Prepare a variety of appropriate tasks and activities for students to complete at home in order to maintain and move their learning forward
- Communicate in a consistent fashion with caregivers, replying to emails promptly
- Offer caregiver resources
- Share a daily "morning meeting"
- Offer feedback to students
- Collaborate and provide activities

Program Specific Needs and Characteristics

- Respect the stage of development - many Elementary I

students are at a "concrete level" and require the Montessori materials to complete certain tasks. (Teachers will guide you regarding what works/makes sense for your student)

- Develop ideas that allow the opportunity for Elementary I students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, practical life at home
- Encourage socialization. Elementary I students are extremely social; they will need to feel connected to their friends

Elementary II: Owls

Students are expected to:

- Plan and organize work as independently as possible
- Follow teachers' guidelines and expectations
- Be own advocate when assistance or further clarification is required
- Communicate directly with teachers

Parents are invited to:

- Guide your student to set up a prepared environment at home
- Establish a routine and work schedule
- Follow along with the teachers' suggested activities to maintain skills and concepts
- Meet and review your students assignments; provide opportunities at home for work presentations

Elementary II teachers will:

- Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward
- Communicate in a consistent fashion with caregivers, replying to emails promptly
- Offer caregiver resources
- Share information with the class detailing expectations during the "Learning from Home" period
- Share in a community circle
- Offer feedback to students
- Collaborate and provide activities

Program-Specific Needs and Characteristics

- Respect the stage of development - some students may still be at a "concrete level" and require the Montessori materials to complete certain tasks. Avoid "teaching" shortcuts for subjects such as Mathematics
- Develop ideas that allow the opportunity for Elementary II students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, practical life at home
- Support the need for Elementary II students' group work - working with a friend may be very well received
- Encourage socialization. Elementary II students are extremely social; they will need to feel connected to their friends

Secondary I: Falcons and Secondary II: Wings

Students are expected to:

- Schedule their own time
- Review both individual and group lesson expectations
- Work solidly for roughly 5.5 hours per day
- Submit or review assigned work according to guidelines
- Complete work assignments

Parents are invited to:

- Check in with your student each morning to plan school work time and work space
- Maintain daily conversations about work progress
- Invite your student to prepare a meal for the family once per week
- Invite your student to contribute more than usual to household chores
- View and discuss suggested movies/web inquiries with your student when possible
- Share news items

Secondary I and II teachers will:

- Provide unit guidelines
- Review assignments
- Be available for help
- Answer student and caregiver emails within 24 hours
- Schedule conversations and meetings as needed

Program Specific Needs and Characteristics

- In general, we expect Secondary students to take responsibility for completing their work within the timelines provided
- There is an opportunity for caregivers and students to discuss topics of inquiry from their studies. Watching or reading the news together, and otherwise having adult-style conversations is very important
- While we don't expect caregivers to review assignments, please do support work completion
- Adolescents crave and require social interaction. Please facilitate ways you child can meet with other classmates or friends outside of school

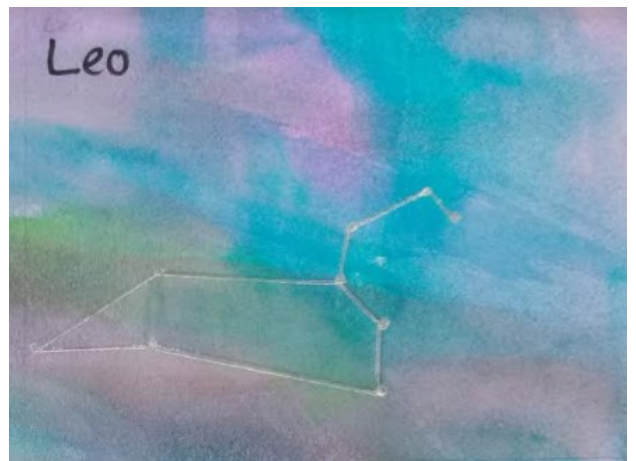
"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being." Dr. Maria Montessori

Connecting in a Remote World

The Wings astronomy students have started off their studies by thinking about the generations of humans who have gazed at the night sky before we were even born. One of the things that unites us as a species is our urge to connect deeply to other humans near and far and to the Universe we are all part of. People from diverse cultures around the globe have contemplated the stars, merged them into pictures, and told stories about why they have those perceived shapes.

It has certainly been a challenge to maintain the connectedness we crave during this pandemic, especially while learning remotely. Several astronomy students have relished the opportunity to author a book about the constellations which shares some of classic images and myths with younger children. I think the joy in this process is about more than just the writing of the stories or the illustrating of the constellations. It is also about sharing their own wonder with someone younger, and finding their own place in the Universe through their interpretations of fascinating objects located many, many light years away.

Emily's illustrations for her constellation book



The First Plane of Development

“The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six.” -**Maria Montessori**

Dr. Maria Montessori concluded that everyone passes through four distinct planes of development: birth-6, 6-12, 12-18, and 18-24. She believed that in each of these planes, the individual is drawn to different skills and activities. The more the individual is provided with opportunities to explore and practice the skills they are drawn to, the more progress the individual will make. **Dr. Montessori** believed that the first plane of development is the most important time for a child.

During the time period from birth to age six, children experience tremendous physical and psychological growth, exploration, and development. Because she believed that more learning takes place during this plane of development than during any other in life, she referred to this psychological growth as the Absorbent Mind. The child absorbs everything around him/her like a sponge. He/she is constantly taking in and processing the world around them. During this plane, children begin acquiring language skills, develop cognitive and motor skills, begin to develop expectations of the world around them, and even imitate the actions/speech of adults around them.

Each child also has many emotional needs during the first plane of development. Every child needs warmth, protection, love, acceptance, respect, understanding, security, order, freedom within developmentally appropriate limits, and social relationships. The **Hummingbird** team works very hard to provide for these needs of the children. We value our relationships with the children, enjoy being with them, and foster their individual growth and development to the best of our ability. We agree with **Maria Montessori's** philosophy and guide the **Hummingbirds** daily to lay the foundational building blocks that will support successful learning as each child grows older.

Hummingbird News



Hazel sorts pictures by concept.



Vivian snaps the dressing frame.



Zamirah works with a 3 piece puzzle.



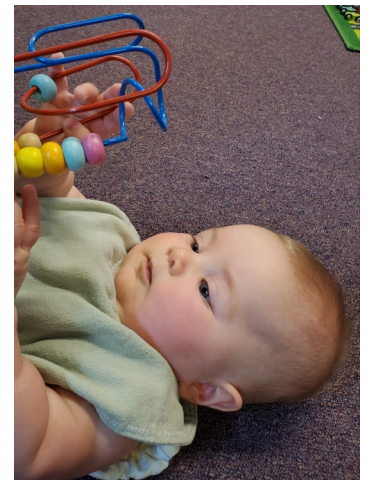
Austin explores his sense of touch.



Asher cuts playdoh using scissors.



Germanie examines a locust shell.



Adelaide focuses on her work.

Welcome Back!

The **Hummingbird** team is happy to welcome back returning students: **Asher, Germanie, Hazel, and Vivian**. We are also happy to announce three new **Hummingbirds**. **Zamirah Abrams** is the granddaughter of **Nightingale Montessori Falcon** Teacher **Tasha Williams**. **Adelaide Shorts** is the younger sister of second year student, **Vivian**. **Austin Sanders** is the younger brother of second year student, **Asher**. We are all so thankful to be back in our environment and enjoying a sense of normalcy!

Thanks, Adam Frantz!

“When my mother - in - law, Debbie Grimes of Bryce Hill, and my wife Mia, a Nightingale Montessori Chickadee Alumna, tell me to help- then that is what I do! “ explained Adam Frantz, father of NM students Marie and Rosie. Although the girls have decided to not participate this fall due to COVID concerns, Adam worked day after day in the heat of the summer to get our fencing needs met in time to open our new **Chickadee** environment after Labor Day.

His help was absolutely critical to **Chickadees** being able to have choices about how much to mitigate the concerns of the pandemic. While some are here all day including aftercare, others come only half day. Still, others attend half-day but zoom in the afternoon, while one student joins only by Zoom. The staff are equally spread out in their choices. Krista is doing closed-circuit lessons on Zoom at school with masked assistants helping kindergarteners inside. Saundra and Yasmin take half a day each to teach in the outdoor classroom. Jared gives botany classes to Kindergarteners while Katrina leads woodland trails and games.

We are learning to adapt to COVID conditions which means almost all of our time is spent outside to deter the virus from spreading. We will be emphasizing what is significant to learn about the woods and gardens each day while keenly aware of the impact of weather on how we dress and work. It will be a different kind of school in every respect except the most important ones. We plan on being with friends and learning new information in creative surroundings.



A Week of Science in the Chickadees

Tuesday:

Jared showed kindergarten students how to open seed pods from an old dried radish plant . They counted the tiny seeds and planted them wherever they thought would be a good place in the schools garden and fields . The flowers will draw butterflies and other pollinators to our school playscape . The children collected acorns which had caps on them that came off easily or stayed on tight. Jared explained that the caps protected the shoot in the seed and would come off only when ready . One student said they were seeds for an Acorn tree maybe. Jared pointed out the large oak we were sitting under which came

from one acorn! We found burdock seeds that stuck to our clothes to hitchhike on us! They had huge leaves!



Wednesday:

The kindergarten was given pumpkin seeds to sort from bean and sunflower seeds. It was explained that the sunflower will grow straight up and the beans will climb their stalk. The large pumpkin leaves will cover their roots and protect the plants from drying out . This cooperation in nature inspired the students to help each other as they teamed up to pull out the strong roots of the invasive wisteria plants in their playscape.

Thursday:

Tripp and Lena plant a Spice bush near a PawPaw tree at the edge of the playscape . The soil was very hard and discouraged less persistent students . Jared suggested the right tools and cooperation for help. One tool loosened the dirt, one chopped clods and another scooped out the dirt until there was a hole into which they could put the starter plant. They exclaimed they saw a real worm! The students had to not take it out of the pot by the stem, but carefully tap the pot with it upside down! It will like the shade of the oak tree. In about six years, the bush will host larva from the Zebra Swallowtail Butterfly . The children were asked how old they would be in six years.



Math Maneuvers

Memorizing the multiplication table of two doesn't have to be just another skill presented. Repeatedly multiplying by two (doubling) with a picture of those pennies piling up yields lasting memories.

Some Eagles are discovering the power of the penny. When asked to pose the question to their parents "If you will give me a penny on the first day, double the amount for each consecutive day for thirty days, I will never ask you for anything else, ever!" The predictions made before doing the calculations seemed to be, well, let's just say underestimated.

When the final thirtieth day amount was calculated, the students were reminded that in order to know their total, they needed to add all of the amounts together, they all were so amazed that they decided to forfeit their first twenty nine days' amount and just be quite grateful for receiving only the amount for the thirtieth day. Try this to see if you think they fared ok. The exercise was, of course, hypothetical. Don't panic, parents. The students kept assuring their teacher that their parents did not have that many pennies.

"Field Trip"

Eagles are experiencing a new kind of "field trip." When some of the physics experiments start to get potentially messy, the whole group hangs on tight and goes briskly from the dining room into the teacher's kitchen. Time is given to fasten seat belts and prepare for the new location, speed limits are not necessarily adhered to.

The missing element is always making sure the students can be hands-on participants. We are grateful for all those who can manage to allow their children to try the experiments as much as possible at home. Outdoors is a great place for lots of activity.



Monday morning work box pick-up

Making a Presentation



One of the most exciting aspects of the Eagle classroom are live presentations and performances. Students enjoy presenting a special research project to the class or sharing something that they found on an exciting adventure they took with their family. Opportunities for children to not only present, but listen to presentations, are some of the best moments in the classroom! This quarter, we are keeping on with our tradition but in a virtual setting. It is even easier for students to access the special things they want to share about their home, as it's usually just around the corner!



Guest Musician

On Wednesday, September 16, 2020 the Eagles had a special musical performance by Lillyan Gaertner. This is the second time Lily joined the Eagle classroom to present music to us. Her first performance was last winter. Lily is a music major from Wittenberg University. She shared her musical journey with us, performed two songs, and showed us the inside moving parts of her grand piano! We would like to thank Lillyan for her performance, Dr. Brandon Jones, Professor and Chairman of Wittenberg Music Department for the collaboration with our school, and Yasmin Dye Nightingale Montessori teacher, for setting this up! What a wonderful way to start the school day! Stay tuned for more musical presentations in the Eagle class!

Owl Science in September

September was a busy month for the Owls! As we became accustomed to the new system of online learning each group began with introductions and practiced navigating the Canvas site. Packing up bins and folders to turn back in took some getting used to but things are flowing more smoothly now. The three groups started with different topics to study.

Our first group started with fire safety and did an inspection of their house using a checklist, created a map with escape routes, and made a plan of action with their families, including an outside meeting place, in case of an emergency.

Our second group learned about the relationship between the Sun and the Earth by creating a sundial and recording shadows at different times of the day. We discussed the orbit and tilt of the Earth, the invention of sundials, the making of clocks, time, time zones, and the movement of shadows throughout the day.

Our third group started with experiments about matter and salt water density. We are currently all working on lessons about matter. We will finish the month learning and experimenting about the states of matter, changes in density, properties of matter, physical and chemical changes, and reversible and irreversible changes. We will learn and through online interactives, videos, hands on experiments, and worksheets.

Some of us have begun lessons about Light; what it is, where it comes from, how it travels, and how it interacts differently depending on the material it comes in contact with.

Owl Science students have had great attitudes and have adapted very well to this new way of learning. They are enthusiastic and eager to participate in the activities and science experiment kits sent home. There are more exciting things in the works so keep up the great work Owls!

Falcons Are Sticking Together with Montessori

An adolescent program in Montessori Education traditionally focuses on skills for independence and preparation toward assimilating into the larger, adult society. Adolescents are less dependent on physical materials and grow comfortable with reading, discussion, and purposeful tasks. At the middle school level, students are in transition, building on the foundations of elementary school but still reaching for unique concepts like personal dignity, social justice, and belonging. According to Maria Montessori, adolescents have specific devel-

opmental needs. They must be protected during the process of maturation and they must be introduced to the society they are about to enter.

Meeting the social, emotional and educational needs of the students during the global pandemic has been an immense challenge for all institutions of learning. The Falcon teachers adapted their methods and practices to online learning but we do not need to give up on the larger principles of Montessori education. Using checklists, choice work, and independent goal work time are all ways Falcon students must be independent and intrinsically motivated. Online learning requires students to manage their time, navigate choices, and initiate communication with teachers just as they would do in the physical classroom. Art, book clubs, community meetings and Life Skills round out students' school days tying academics to real life applications.

In an adolescent program, physical manipulatives are replaced by abstract thinking as students advance in their learning. Falcons are utilizing a materials exchange for the resources students need to complete various assignments. These materials facilitate purposeful tasks and extend the classroom learning with design and engineering concepts as well as providing means for creative expression.

Please take advantage of the materials exchange every week. Teachers are depending on students returning their red and blue bag with finished assignments and any borrowed materials. We prepare new work for our students each week and the red and blue bag is a means for containing and exchanging that work.

Adolescence is a time when you develop a more realistic understanding of our world. It often means holding high ideals and strong personal convictions that might come up against socially accepted norms. As all of our socially accepted norms have shifted because of the crisis, we can empathize with our adolescents. They know how they want the world to be; fair, just, and safe but they are still figuring out what role they will play in society to make that happen. As we are restructuring parts of our society let us think back to those high standards we had as young people and collaborate with our adolescents. Let's empower them to change the future by being present today. They can be present for the hard changes and compromises that we are all making and they can be present for the opportunities they are getting to work from home, with family, and they can be present as we still maintain a school community that will continue to support them.



Wing, Jaxson, is building bench/desks for outdoor

Micro Business Is Off to a Productive Start!

The 2020 - 2021 school year is off to a productive start in the Wings micro business class. The Wings have 10 students on site, at 2525, Monday through Thursday. Four of them have micro business or ecology twice a week. On Fridays a separate group comes to participate in micro business and ecology all day.

We are off to a great start with two new products. The first is a touch free hand sanitiser dispenser. These are made of common plumbing parts and are sure to be a big seller this year. The students have enjoyed cutting the parts and assembling these machines.



Jared, Reese, Briniya, Journie, Courtney, and Michelle assembling a sanitizing station.

The next product we are working on is a picnic table that converts into a bench. These are built for a single student's use and are being mass produced now at 2525. Nightingale purchased the materials for 24 tables/benches and the micro business classes are cutting and assembling them at a nice

rate. The students are having fun working alone or in small groups with masks on at an appropriate social distance from each other.



The ecology class is also off to a great start as well. Jared and his students are building a new pond in the greenhouse, planting trees, moving endless amounts of mulch and soil, and creating wonderful outdoor learning spaces for students to be outside as much as possible.



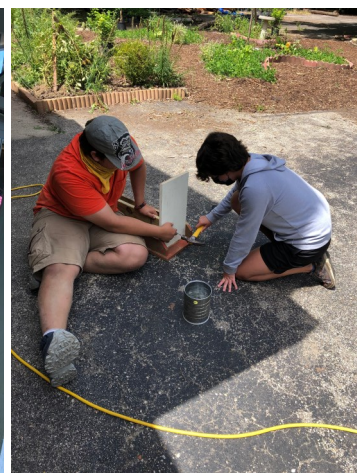
Sarah and Jayla working together.



Jaden working on a staff.



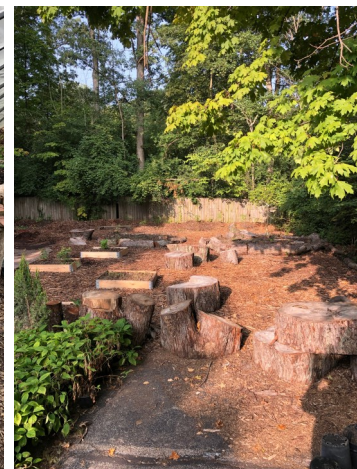
Courtney, Michelle, Journie, Briniya, and Reese making broken pot gardens.



Nathan and Kateri working together



New pond and patio in the green house.



Outdoor classroom.