



Nightingale Notes

October 2020

November

- 11 Holiday Pie Sale Orders Due
- 20 Quarter 2 Midterm
- Farm to School Event at North Campus
- 23 Holiday Pie Pick-up Day
- 25-27 NO SCHOOL—Thanksgiving Break**



NM Fall Fundraiser - Holiday Pie Sale

For many of us our holidays will be different due to how the COVID-19 Pandemic has changed our normal travel and family gatherings. Regardless of your changed situation, please consider including a delicious pie as part of your holiday celebrations. Please invite your family and friends to order too! NM will receive 50% of our sales as fundraising profits.

Pies to enjoy include: Caramel Apple Walnut Pie, Southern Pecan Pie, Dutch Apple Pie, Caramel with Chocolate Peanut Butter Pie, Cookies and Cream Pie, Chocolate Pecan Pie, Strawberries and Cream Pie, French Silk Pie, Pumpkin Spiced Latte Pie, New York Cheesecake, and of course, Pumpkin Pie!



Claim your memories now! Contact the Office to purchase a copy.

Only \$20



Our Pie Sale will end on November 11th - All forms are due to the office.

Our Pies will be delivered on Monday, November 23rd.

We will have your orders ready for pick-up between 3:00 and 4:00PM and at the 6:00PM work box pick-up line.

Interview with NM's new Assistant Head of School: Brian McWhorter



This school year, Brian McWhorter has accepted the offer to serve as Assistant Head of School, which he has been doing in addition to teaching part time in the Falcon and Wing classes. Brian has experience teaching history and English Language Arts at several area schools for the past

seventeen years, and has taught the Owl, Falcon and Wing students since arriving at Nightingale three years ago. When Maria heard that Brian was completing his masters degree in educational leadership and obtaining principal certification, she asked if he would be willing to take on some additional responsibilities, and he accepted. I interviewed Brian about his new role.

What has inspired you to first teach at Nightingale, and then serve in the role of assistant head of school?

What first inspired me to teach here was the opportunity to be in the building with my kids. That has always been a dream of mine. Also the freedom as a teacher to teach what I want, and not have to follow a rigid curriculum that may not meet the needs of the group or the individual student. While I was surprised to be offered the Assistant Head of School position at Nightingale, I've always found leadership to be a skill set that I have. I'm happy to have found a way to use that skill set in a way that helps the school and takes a lot of stress off of Maria's shoulders.

Tell us about what you do on a typical work day.

My morning is when I do administrative work. Sometimes it is going over time cards or working on a special project, other times it is filling out paperwork for the State. In the afternoons I teach US history to the Falcons or psychology with the Wings. In addition to that I help with moving

furniture, small repairs, putting up the tents— whatever the school may need.

How is Montessori education at Nightingale different from your earlier teaching experiences?

The environment at Nightingale is one that's conducive to every student's needs, especially their social needs. There is no bullying allowed, everyone is accepted, and there are very few discipline issues. Kids being bullied and ostracized, those are huge issues in public schools.

Do you find that your leadership style is complementary to Maria's? If so, in what ways?

Yes, I find that Maria is sort of the yin to my yang. She is super organized where I'm only moderately organized. I am most interested in the personal interactions of leadership while the organization and finer details are where her main interests lie.

Has being the assistant head of school challenged you in new ways?

Most definitely. At first it was hard to be efficient because I've only ever been used to performing tasks that are what teachers do, not what administrators do. It has been hard being able to find a way to do what I need to do efficiently, especially splitting my time between home and school. When challenging situations have come up as a teacher, I am used to collecting the necessary info and passing it on, not being involved in the later steps of the process. Now I'm involved more in the decision-making and conflict-resolving aspects.

What has surprised you the most about your new role?

I sort of knew this already, but it has been fascinating to peek behind the curtain and see how much actually goes on in the office. I knew, of course, that Maria had a lot of responsibilities, but it is amazing to see how much she and Guyia get done. I didn't know how many hoops we have to jump through as a private school that receives part of our

funding from the State. There is paperwork, budget management, and there is just a lot of red tape that goes on.

How do you hope to see your role evolve as we move back towards face-to-face learning?

One of the things that we have talked about is that once we get back to post-COVID life, we would like to develop more resources and curriculum for the teachers. The goal is not to evaluate the staff, but to help people expand on their strengths and improve in other areas. I would also love to help Nightingale become a more well-known entity in Springfield by developing new relationships. Once we all get into the new building we will need a higher enrollment. When my kids started at Nightingale, it seemed like the best kept secret in Springfield, and I always wondered why. There was this great school, and people could drive right past it without ever knowing that it was there and what kind of excellent things go on inside.

What is your hope for the future of Nightingale Montessori?

I believe that the Montessori method is a far superior way for kids to develop their motivation and curiosity to learn. I would love to see Nightingale provide that opportunity to as many kids as possible through higher enrollment once we get into the new building. Some future opportunities for outreach could be bringing in kids who are homeschooled for ecology classes or workshops, or teaching the whole community about the importance of conservation. I wonder if it would be possible to bring in local Montessori teachers for summer education workshops. We really have some unique opportunities with our excellent land and staff that some other schools could take with them and try to integrate into their schools, to benefit the greatest number of children.

Farm to School Event

NM is pleased to announce that the USDA Farm to School Grant we received will be funding educational programming. We will be hosting an event November 20th. The goal of this month's affair will be to showcase the Native Plant Nursery being run by the Wing Micro Business. This facet of our program allows NM to complete outreach projects around our community; removing invasive species, repopulating native genetics, installing pollinator and habit gardens, and creating gap planted food forests. The 2525 North Limestone campus is now a model site, transformed from an unkempt, overgrown woods to a student managed and enjoyed oasis.

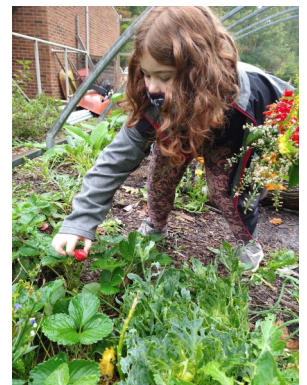
Additional resources and programs will be coming! If you are interested in joining our Farm to School efforts or events please contact Jayne Woodward at jwoodward@nightingaleschool.org or 937-765-1745.



Guests tour grounds at first Farm to School community outreach event.

Gourmet Grub

Gourmet Grub has been busy harvesting produce from our gardens and integrating our local foods into our meal pattern.



Social Emotional Development

While a Montessori classroom focuses on allowing students to learn at their own pace and according to their own developmental trajectory, we also see the need to encourage social emotional development. This is one of the many reasons we felt it was important for the **Hummingbirds** to come back to their environment at the beginning of this school year. This month, the older **Hummingbirds** worked on a group art project. We made a card for former **NM Hummingbirds Annie and Charlie Guest**. The Guest family moved to Texas over the summer, and we wanted to make sure our friends knew we had been thinking about them. Group activities such as this one provide the **Hummingbirds** with the opportunities to:

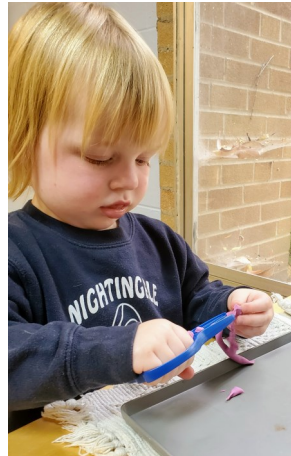
- Practice routines and behaviors that are mindful of others
- Practice taking turns
- Work with others on a common goal
- Develop manners
- Recognize and describe emotions
- Practice interacting with others
- Expand social skills
- Expand a sense of community
- Start to develop their sense of self
- Start to learn what others expect from them

The children did an excellent job of waiting patiently for their turn to add their handprint to the card. They were very proud of their finished product and excited for it to be mailed to Texas!

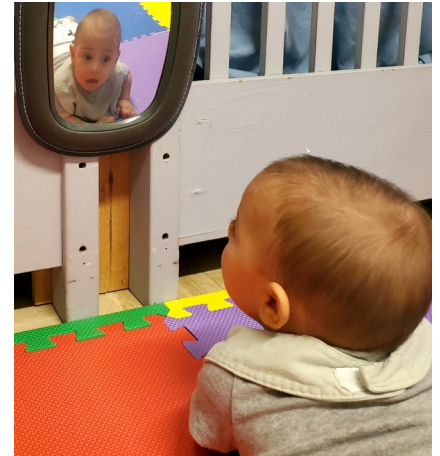
Reminders from the Hummingbird Staff

- Please make sure your child brings his/her's **NM** issued bag to school each day. Not only is this preparing them for future responsibilities, it is the best way to send home communications from the school and your child's work.
- Please make sure to label all of your child's items with his or her name before sending them to school. This helps us know if/when a child's items are put on a hook belonging to someone else. This includes coats/jackets that will be used with the cooler temperatures we're experiencing.
- Now is a great time to send in warmer options for your child's spare clothes. Please remember that the **NM** handbook states that each **Hummingbird** has 2 full sets of spare clothing at all times.
- The Ohio Department of Job and Family Services requires all lunchboxes to be labeled with the child's name and the date. When possible, please complete this step at home.

Hummingbird News



Rosie cuts playdoh using scissors.



Austin examines his reflection in a mirror.



Germanie works with knobbed cylinders.



Adelaide exerts maximum effort.

Chickadee Science Class

Taking care of the plant nursery is important work. The old plants that cannot be saved are removed from their pots and taken to the compost. Other plants are separated out for repotting and the empty pots stacked neatly for future use.



Autumn in the Chickadee yard has many delights.

The children are reveling in the brilliantly colored leaves that are carpeting the ground. There is never a dull moment as there are acorns and walnuts to collect, leaf piles to jump in, mushrooms to discover, and a plethora of fall critters to enjoy such as caterpillars and toads!

Taking care of the garden beds contributes to the **NM** community as the products grown will be used in future Gourmet Grub meals. The **Chicks** learn how garlic grows by taking apart a head of garlic and separating the cloves. First, all the papery skin comes off, the children notice which end to plant facing down and which end the sprout will emerge from. Garlic planted in the fall will be ready to harvest in the summer!



Tripp and Oliver



Jovie and Paxton

Forest restoration is an integral part of the **Chickadee** experience. The children are learning to identify the invasive plants such as honeysuckle and wisteria which they are helping to clear from the forest that will one day be part of the **Chick** yard. New plants like a Sycamore tree are planted instead which will be better for the native animals and insects.

Hello Eagle Families!

I am excited to be joining the Eagle team for morning outdoor work for the remainder of the school year. With the challenging times we are in, some changes were needed and I was extremely excited to be invited to join the Eagle team. I look forward to building a relationship with your children during the remainder of the year during our outdoor work. I will be team teaching with Haley full time in the Eagle classroom next year. One of the greatest elements of a Montessori classroom is the three year age span. This allows teachers and students to build rapport and continue to grow the learning relationship. I appreciate being able to start on the team part time this year!

I am a graduate of The University of Rio Grande where I played basketball while studying for my teaching degree. I have my Montessori certification through North American Montessori Association and I have worked at Nightingale for the past six years. I have four kids that currently attend Nightingale, one Chickadee, two Eagles, and one Owl.

This year, I will be working outdoors with your children. We will be learning about cooperation, community, and active lifestyles while we enjoy the outdoors. We will be using the old Chickadee play yard as our new outdoor work environment I look forward to working with your students!

Sincerely, Stephanie Powell

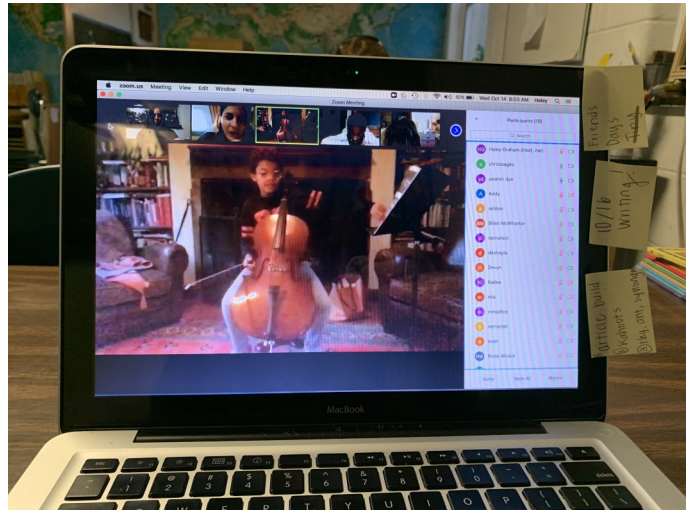
Donation Items Needed:

The Eagles would like to kindly ask if any of the following items could be donated for use. If you are in a position to donate, we would greatly appreciate it! You can drop it off on any of the school days.

- Glue sticks
- Number two pencils
- Colored pencils
- Dry erase markers



The Eagles sent cards and flowery goods to Lillyan Gaetner, a student from Wittenberg University, for cello and piano performance.



Isaac Agiro shares his cello with the Eagle Class



Paul Agiro, age 12, is from Oakwood, Ohio.

Paul plays violin with the Dayton Philharmonic Youth Orchestra.

Paul shared his love of the violin with the Eagles

Quarter Two in the Eagles

The Eagles are excited to announce that they will safely open for a blended learning experience for quarter two. We know there are going to be a lot of questions, and we hope this answers most of them!

What should we bring to school?

- Eagle Bin (with all contents)
- Writing materials (pencils and colored pencils)
- Weather permitting gear for outside play
- Spare clothes (might get wet or muddy outside)
- Personal water bottle
- Lunch, if packed (Gourmet Grub is free to all students through November)



Your child can expect a lot of outdoor social and community opportunities to connect safely with peers.

We recognize the significance of coming together in person and offering social and emotional growth opportunities! While inside, special lessons will be facilitated to direct academic learning opportunities.

How will we maintain safety?

Masks **MUST** be worn inside at all times

Outdoor breaks will be taken every half hour

Temperature check and sanitizing upon arrival

Frequent handwashing after transitions

Individual work space area

Sanitizing work space at end of day

No community shared items at this time

Supervised sanitation of items after use

Social distanced seating indoors

Students unable to maintain safety measures can return to remote learning

Your child will have a black folder (housing their "finished for the day" work). When that goes home, take all of the work out and keep at home. Then place the black folder along with the rest of their bin contents to maintain the remote learning experience on the alternative days.

Any questions? Please email hgraham@nightingaleschool.org

October



October is a great month to focus on Health Sciences with your Owl students. With the national use of skeletons during the Halloween season it's a great time to talk about the function and science behind our amazing bodies. Understanding the human functions might take some of the "scary" away from seeing the skeletons everywhere throughout the month. Fun

facts about our human skeleton. A human skeleton contains 206 bones! It's a structure for our body and protects our internal organs.

The Owls like to tell jokes and solve riddles in our community meetings to keep with the tradition. Here are a few-

1. What did the Skeleton order at the restaurant?
2. Why couldn't the skeleton go skydiving?
3. Why did the skeleton cross the road?

Answers:

1. Spare ribs!
2. He didn't have the guts for it!
3. To go to the body shop!

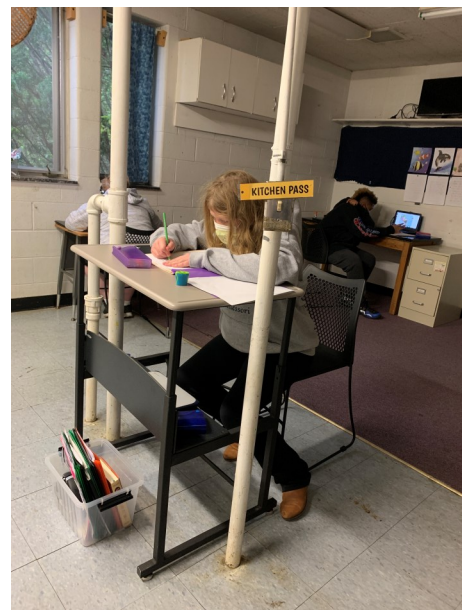
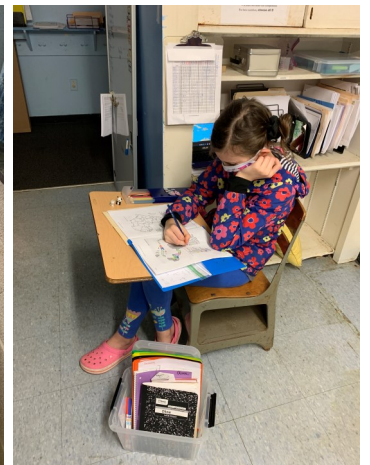
November

As we move to November we would like to challenge our families to take time and generate a list with their students. November is generally the month most

Americans take time to focus on thankfulness. We know with such a trying and tumultuous year it might be hard for us to use the word thankful in many situations. Making an effort to consistently state or list our gratitude can do so much for our mindset. We continue to ask our students and kids to be flexible and positive. Showing our gratitude and appreciation can go a long way to making a positive impact in the face of hardship. To quote Maria Montessori at this time seems appropriate, she stated "*The things he sees are not just remembered; they form a part of his soul.*" Children are so absorbent and to see their families, teachers, and community members perceive with gratitude will allow for them to form part of their soul with thankfulness.



Sincere, Chef Steph, and Benny enjoying time outside.



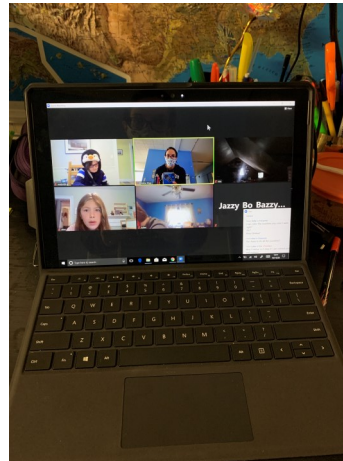
Owl Science and Geography

As we move into the last weeks of Quarter 1 we have been finishing up experiments with matter and using light. Many of the students spent time exploring volume and the displacement of matter by adding objects to water and recording what happened to the water levels. We investigated what happens when liquids are poured into containers of different sizes and shapes to determine that liquids take the shape of the container. We identified the properties of matter in the three states and discovered the differences in the properties in terms of mass, volume, and shape.

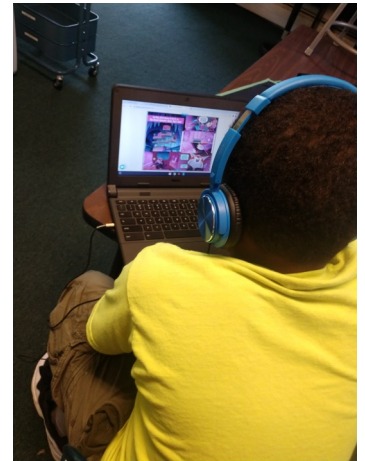
We also have been working on learning the differences of transparent, translucent, and opaque materials and how light interacts differently with each. We explored why shadows form and what makes them appear more sharp and how they sometimes appear bigger and blurrier. We learned the difference between refraction and reflection and how photons behave when interacting with different surfaces. Many of us have conducted an experiment where we identified the properties of 15 items, made a prediction on how light will behave and then tested the prediction by shining a flashlight on each item. Finally, we began the process of learning about light, color and prisms. There are more exciting light activities to explore in quarter two as well!



Wyatt and Sincere hard at work.



ZOOM Meeting for Science



Brayden browsing a list of online books.



Brayden and Olivia experimenting with light

Geography took a different approach this year due to the restrictions with remote learning. We are still in the process of creating our interactive lab book that is used to study the names and locations of our oceans and continents. Ask your student to identify each ocean, they have done so well! As we moved through the continents we stopped in North and Central America to identify different countries located there and to take a peek at the islands of the Caribbean. We will spend more focused time on the polar region and Alaska's unique and beautiful landscapes and wildlife. We will study native cultures and their ways of survival as well as energy exchanges, landforms, climate and weather conditions, and several food webs. We will follow the caribou migration to the Arctic Circle and look at how the Arctic Ocean has changed over the last hundred or so years.



Sincere labels and colors the countries of North America

Ideas to Help Reduce Stress By Falcon, Iris Raffensperger



The first session of remote learning gave the Falcon class the opportunity to meet, get to know and even start to help each other. Iris Raffensperger submitted some ideas to help reduce stress and make the most of our time together, at home.

Here are some stress relievers and fun things you can do at home.

Bird Feeder

If you do not already have one, bird feeders can be a great source of entertainment, and you can see the beauty of nature from inside your house. To some it also gives a sense of serenity and can be a great thing to look at to calm down. Little children may be amazed by all the birds (and some squirrels.)

Crafting

I know personally crafting can seriously calm my nerves. It helps create so many things and can help you visit other cultures. Crafting does not have to be this crazy hard thing it could just be you and your caretaker or just you coloring a pumpkin with crayons or folding and cutting a snowflake.

Reading

Some of you guys might not like this one but once you find your taste in books you can be immersed in a whole new world. I love reading cause I can be in places like in a fairytale land, a dystopian world, the scene of a crime or I can be transported back in time.

Cooking

I know personally that cooking can be hard and messy but it can also be a fun activity full of laughs when you say you want to make paprika ice cream. Cooking is also good for another reason it can help you develop tastes for certain foods. It can also help your family if your parents are too worn out to cook you could!

Sewing

Some of you guys may be laughing your heads off about this category but it can be fun. Have you ever had something that was given to you and you absolutely hate it? This skill can be good for altering that terrible item of clothing. You can also alter your own clothes so your favorite shirt that is all holey and too small you can change that!

Editorial

By Falcon Student, Chloe Raines



2020 has been a mess! The running mess of it all is COVID-19. And yet, here we are, despite the mess, school is in session and we're going into Quarter 2! Some of us go to the school, some of us go a few days per week, and others work at home. Quarter 2 brings opportunities for more kids to come into the school, each a few days a week. Take me, your writer, for example, as I will be going on Wednesdays and Thursdays

in Quarter 2.

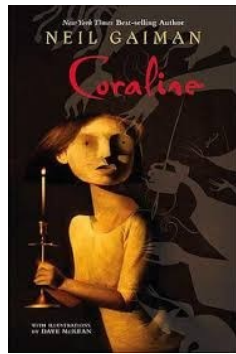
When you come to the campus, you can see by just a simple look, some of the Falcons helped to set up a tent on the basketball court. I hope you'll be ready for all of that. Unless you're sick, then stay home. And, if you'll be going back into the school, here are a few reminders; Wear your mask, wash your hands, attempt to keep your distance at least 6 feet apart from other people (There are times when that can be a bit tough, but there's safety protocols), and most importantly, work hard.

Falcons Lead Community Garden Project at Second Harvest Food Bank!

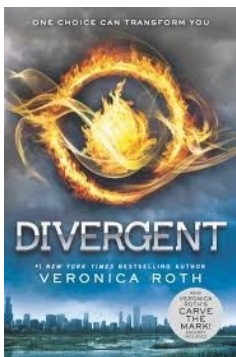
Falcon students can walk to the Second Harvest Food Bank. There students participated in many garden tasks. We were able to do service work that was outside, allowed us to social distance and work together to serve our community.



English Language Arts



The **Fantasy** group will move on from Hogwarts but will be adventuring on another Portal Quest. *Coraline* is a novel by author Neil Gaiman, who wrote the *Sandman* comics and *American Gods*. Young Coraline moves into a new house with her very-busy parents, and discovers a door that leads to nowhere—at least, until one night, it leads somewhere.... Coraline must investigate her new home, the world beyond the door, and find her missing parents.



The **Dystopias** group will be strengthening its understanding of dystopian (the opposite of utopia) worldbuilding by entering the world of *Divergent*. Tris Prior lives in a future version of Chicago. The population has divided itself into 5 factions based on what each individual values most: Candor (those who believe in the power of honesty and truth), Dauntless (those who value bravery), Abnegation (the selfless), Amity (those who value peace and friendship), and Erudite (those who value intelligence).

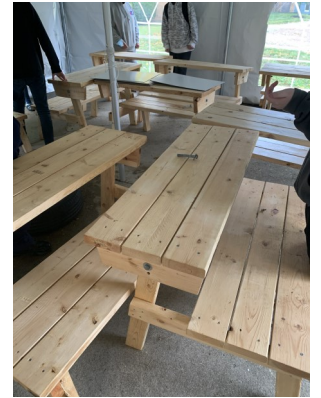
When Tris takes the exam that will tell her which faction she belongs in, she finds that she qualifies for more than one. While she chooses to be brave and transfer to Dauntless, her flexibility, or Divergence, will become dangerously important for her and her society.



And finally, the class addressing **Racism** will continue its journey in dealing with some difficult topics. Because there has been a lot of race-related violence and protest in the media recently, we have been discussing racism: where it comes from, what it looks like, how it shapes our thinking and our culture, the horrible consequences, and, ultimately seeking solutions by learning and asking questions. While we started our journey in Harper Lee's *To Kill a Mockingbird*, set in the 1930s, we are fast-

forwarding to the contemporary US and issues of police violence. *The Hate U Give*, published in 2017, tells the story of Starr Carter, a young woman who watched her friend be shot to death by police. She must confront the realities of racism in our time, deal with white privilege and her friends lack of sympathy and understanding, and find the power of her own voice.

Our New Outdoor Classroom



Students help put up the walls and set up the work-stations



Individual Work Stations for Social Distance Learning



We have walls, windows, heat, electricity and internet access!

How We Adapt!

Adaptation and resilience are required of all of us in a big way right now. We all know some people whose lives have been upended by the pandemic and others who have only been inconvenienced. As schools around the world do their best to navigate new requirements and concerns, students are asked to perhaps be the most adaptive of us all. In the Wing classroom, our students have shown incredible skill in adapting to changes as they happen. Even between our first attempt at remote learning last spring to now, many of our students have begun learning in ways none of us expected. The lessons being learned range from normal school subjects to online social cues to integration of multiple technology sources to increased self-advocacy.

One gift of this time has been watching students learn to interact online in increasingly healthy and respectful ways. As a teacher, I have seen students who were not comfortable speaking up in in-person class conversations, feel confident to chime in with their opinions multiple times in the same class period. Another incredible positive has been seeing students advocate for themselves through email and in class. Asking questions that I am not used to hearing from them such as checking in more frequently on confusing assignments or asking questions about what elective options they may have. Our students have truly adapted as we have asked that of them but they are also adapting in these ways we didn't even know to ask of them, like learning to play card games together online. Of course the tight-knit family atmosphere of our Montessori classroom has not been easily replicable and we are very excited to slowly get back to normal and be able to be face to face once again. But in the meantime, hearing each other's voices every day and learning to socialize online more than in person will pay dividends in our ability to adapt and empathize with each other whenever we do get back to "normal."



Emerging Leaders

One of the primary goals of all adolescents is forging new bonds with peers. They are finding and defining themselves beyond their roles as members of families as full members of society. We recognize that has been particularly challenging over the past seven months as a pandemic has brought so much uncertainty, and limits on their interactions with classmates and friends. But in the midst of this challenge, we have still seen the **Wings** developing their leadership skills and maturity, and adapting to these difficulties in a way that only youth can.

This year's newest **Wings** face an even bigger challenge, since they have had to adjust to being in a new class without ever having gathered with the rest of their class face to face. We have been extremely impressed with the leadership and teamwork we have witnessed from our students so far this year. Students who are new or who have previously spent most of their time observing group interactions, have now stepped up to moderate class discussions, ensure fairness in how everyone is treated, and advocate for the needs of themselves and their peers. Teachers have received carefully crafted emails that outline issues students have observed, suggest potential solutions, and volunteer to play a part in enacting a change. They realize that online and hybrid learning is new territory for all of us, and are using this as an opportunity to shape it into the kind of experience that they both want and need.

As we look forward to shifting our learning from primarily virtual to hybrid, we are very excited to observe the ways these skills that our students are developing extend into their daily face-to-face interactions. We are also enthused to see the empathy and proactivity that our future leaders are preparing to take out into the world.

Wing News

