



# Nightingale Notes

December 2020

## January

- 4 **NO SCHOOL—Staff Day**
- 5 Weekly Breakfast/Lunch Box Pick-up
- 8 Work Bin Drop Off
- 11 Work Bin Pick-up
- 12 Weekly Breakfast/Lunch Box Pick-up
- 18 **NO SCHOOL—MLK Jr. Day**
- 19 Weekly Breakfast/Lunch Box Pick-up
- 22 Work Bin Drop Off  
End of Quarter 2—Blended Learning Option
- 25 Work Bin Pick-up
- 29 Work Bin Drop Off

## Update on THE MOVE to Our North Campus: COVID-19 Impacts Lag in Moving Plan

- Bank Appraisal and lenders delayed our loan four months as commercial loans deferred to giant surge in low interest residential loans!
- Numerous Banks Appraisers resigned early to avoid COVID risk going into many homes aggravating backlog.
- The appraiser was very impressed with our whole school approach! Normally a half hour visit, she stayed three hours as Nancy toured the building with her. She was extremely impressed with our vision supported by our financial numbers. Her report was due December 9 to the bank .
- The appraiser predicted the bank would take two more weeks to render a decision on the actual amount of the two million sought.
- Our bank was happy with our school financial report and our contractors' bids by the start of the summer! We expected to get approval for our loan soon enough to intensively refurbish all summer and maybe moved by fall or at least by Winter break of 2020-2021! We even put our current building up for sale and were able to at least move the Chickadees for 2020-2021. Their space had been started from an approved small loan offered the previous year . They joined the Wings which had already moved in two years earlier. The Wings' monies were obtained by a previously active Capital Campaign.
- Three acres of woods joining their class was largely donated by **Charles Crabill**. However, the school still owes \$50,000 on the purchase.



Working together at the North Campus.



River starts to rake our enormous amount of leaves.

## Are There Still Snow Days? YES!

The State of Ohio rules still apply and NM has built in hours in our academic calendar for calamity days. We are trying to conserve our calamity days for COVID-19 needs if they should be warranted. We have been fortunate so far as to be able to remain open (staffing is at full participation and no direct cases have impacted a classroom community).

As previously experienced with an earlier inclement weather situation, if we are able to plan so that all students (Eagles, Owls, Falcons and Wings) can have access to Remote Learning, we will continue to operate and be in session on a Remote Learning platform. Our Hummingbirds and Chickadees do not have this capability and will be either on a delay or cancelled due to inclement weather.

We know weather is not always so predictable and anticipate a situation where our Blended Learning students may not have access to their work for a Remote Learning opportunity. If this situation presents itself, we will utilize a 2-hr delay or closing status for all programs.

**NM will make the decision to operate with Remote Learning (Eagles, Owls, Falcons and Wings) and/or announce a closing/delay by 7:00 am.**

We have students and staff that come from as far and wide as Clark County, Logan County, Champaign County, Greene County, Clinton County, Montgomery County, and Madison County. Our delay/closing decision will be based on weather conditions in the City of Springfield.

**WE WILL DECIDE IF WE ARE OPERATING WITH REMOTE LEARNING (EAGLES, OWLS, FALCONS AND WINGS), A DELAY OR A CLOSING BY 7:00 AM AND THIS DECISION WILL NOT CHANGE.** Often, schools will call a delay to gauge changes in a weather situation and then change to a closing. Many families find it very difficult to make an arrangement for a delay and then make another arrangement when the delay changes to a closing. If we feel the visibility, road conditions, dangerously low temperatures or ice conditions warrant concern, we will announce a delay or closing based on the timing of predicted conditions in relation to school operation hours.

Families that travel to NM need to make their own decision as to the safety of the weather and road conditions. If your area is delayed/closed and you decide to remain home, please notify the office. The attendance will be excused due to inclement weather if your classroom has not been changed to Remote Learning.

Our Rapid Fire email, Call One, and SchoolCues notification systems will announce the decision. Please make sure the office has your current email and cell phone numbers.

We may not always make a notification to the following television stations for morning school announcements. If our Eagle, Owl, Falcon, Wing programs are open and operating with Remote Learning and our Hummingbird and Chickadee programs delay or close (as we recently experienced), individual groups will receive a notification specific to the assigned classroom's decision and there WILL NOT be a School Announcement made on TV or Radio. Please be aware that we have many staff children in our Hummingbird and Chickadee programs and may be faced with a staff shortage for Remote Learning if these programs must close and thus we would need to close the other programs instead of moving to Remote Learning.

**TV and Radio announcements (if utilized) will be: WHIO (Channel 7), WKEF (Channel 22 and Channel 45), WDTN (Channel 2), and WONE (AM), 106.5 WDSJ, WIZE, B 94.5, WXEG, 103.9, Channel 99.9, WTUE, Mix 107.7, K99.1 FM, and 95.3 Eagle.**

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Go to [smile.amazon.com](https://smile.amazon.com)

**Create your own Smile Account and Search for your Charitable Organization - Find us! We are Nightingale Montessori, Inc.**

Every time you shop on Amazon - log into smile.amazon.com (all of your regular Amazon information automatically transfers) and your purchases will directly make a donation to us. Even after you have shopped on Amazon and you then remember, "oh, Smile.Amazon" you can sign into your smile.amazon.org account and your purchases will still be in the cart.

**Enroll in Kroger Community Rewards** and earn money for a local school every time you shop. It's easy and free to enroll! When you link your Shopper's Card, every purchase you make provides funds for schools in need. Plus, you'll earn fuel points at the same time.

Enroll in Kroger Community Rewards

- Sign in online to your Kroger Account.
- Go to the Savings and Rewards Tab
- Click on Kroger Community Rewards
- Find an Organization: Nightingale Montessori
- Choose us to help raise funds for our school!



All School News

## SUPPORT FOR CAREGIVERS DURING REMOTE LEARNING FROM THE OHIO DEPARTMENT OF EDUCATION

### GET YOUR CHILD EXCITED ABOUT REMOTE LEARNING

*Create consistency for children while learning at home, while taking into account each child's age and development.*

- **Set at-home behavior expectations.** Parents and caregivers who are familiar with the behavior expectations at their child's schools should review these expectations with their child, in partnership with the teacher. What does each expectation mean? What do these expectations look like at home? If your child's school does not have behavior expectations, you can create your own for the home environment. You can set three to five behavior expectations that state the behaviors you want to see in the home environment. Examples might include being responsible, caring and respectful.
- **Create a routine.** Parents and caregivers can make a daily schedule, and try to stick to it, so both parents and children know what to expect.
- **Stay energized!** Establish regular breaks for movement and play. Get outside when possible. Have family talks that are not always focused on school. Engage in some fun conversations about topics of interest to both parents and children. Visit websites like [GoNoodle](#) for fun, active and engaging "brain breaks."
- **Take notice of children's behavior.** This time may be stressful for both children and families. If a child is showing signs of stress or anxiety, connect the child with supports to help him or her cope with fears. Visit [this resource](#) for more information on supporting children's social, emotional and behavioral health. If your child is having trouble with schoolwork, feeling sad or scared about being away from friends and teachers, contact the school and teacher to discuss how you can work together for support.
- **Anticipate challenges.** To help anticipate challenges, look for triggers such as the time of day or a subject the child may find difficult and choose activities where he or she will experience success. To find more information on supporting children through challenges, reach out to your child's teacher for more information on how to partner to support at-home learning structure.

### ENGAGE IN CHILDREN'S REMOTE LEARNING

- **Know the school's approach to remote learning.** Local schools across Ohio are being innovative as they support remote learning and every school is

unique. Parents and caregivers of students with IEPs or 504 plans should communicate with their children's intervention specialists and discuss the teaching approaches and learning interventions their schools are using that can be done at home. Visit the [Ohio Coalition for the Education of Children with Disabilities website](#) for family information regarding COVID-19.

- **Ask children about their schedules.** Parents and caregivers can help their students by knowing the times online classes are happening and the apps or websites being used by the school to deliver online instruction. If the school is not providing online lessons, know where to pick up or access schoolwork.
- **Help children stay on track.** Parents can ask how their child's schoolwork is being turned in to make sure their children complete it and are receiving credit. Ask your child's teacher or other school staff how to check the online gradebook. If your child is old enough, encourage them to email their teacher if there is a missing assignment or confusion on an assignment. Help your child learn to advocate for himself or herself.
- **Be creative.** Learning can happen anywhere. During unstructured times of a family's day, like meals, outdoor activity and play time, find opportunities to build in age-appropriate information and conversation. Visit the [Ohio Statewide Family Engagement Center's website](#) for more ideas.

**Ask for help when needed.** If parents and caregivers are having trouble supporting their children's learning, they should ask their students' schools or teachers for help. Community organizations also are good sources of help. Connecting with other families over the phone or remotely also can be a positive way to get support. Families can also visit the [Ohio Statewide Family Engagement Center's website](#), to find regularly updated resources regarding remote learning and supports for the COVID-19 pandemic.

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## Montessori During COVID-19 from the American Montessori Society

### Resources

- **Audible Stories.** Free audiobooks for small children and teens for the duration of the COVID-19 pandemic.
- **Environmental Education Program.** Visit the Environmental Education playlist featuring 5 videos co-produced by AMS and Nature's Classroom Montessori School in Mukwonago, WI. These lessons are built around the Early Childhood curriculum but will delight all ages.

- **Find Your 'Virtual Park'** with the National Park Service. Online platform with digital opportunities to engage with the parks through multimedia galleries, webcams, virtual tours, and more.

### Care of Self and Others

- **The Learning Network.** Free resources for bringing the world into your classroom, from *The New York Times*. Includes *daily writing prompts* using *Times* journalism.
- **National Emergency Library.** Over 1.4 million books are now available through this digital library. Sign up for a free account (from anywhere in the world) and get reading!
- **Virtual Museum and Art Gallery Tours.** *The Guardian* shares breathtaking and interactive tours for cultural experiences from around the world.

### Applying Montessori Philosophy

- **Care of Self.** A conversation with Montessori educator Kate Riley about what it means to be Montessori both inside and outside the classroom.
- **Engaging with Nature [VIDEO].** Jean Lomino, director of The Wauhatchie School in Chattanooga, TN, discusses the importance of getting children outside and provides suggestions for creating nature engagement for your students. **Added 7/31/20.**
- **Human Tendencies Checklist.** Use this checklist as a guide to reflection for yourself, your team, and your staff. **Added 7/30/20.**
- **Improvisation in the Prepared Environment [VIDEO].** This video reminds us to view the prepared environment as an opportunity for improvisational thinking. And, visit this **handout** for tangible examples of games and songs you can use in your classroom. **Added 8/3/20.**
- **Improvisational Games & Activities [VIDEO].** This longform workshop will help you understand how the Montessori prepared environment allows students and teachers to improvise when any new demand arrives. Gain insight into how improvisational thinking relieves anxiety for students and teachers and practice games and exercises to use with students that build acceptance, establish trust, and encourage communication. **Added 8/3/20.**
- **Introduction to Instructional Design [Video]** Join Jill Segerman, AMS's lead online learning instructional designer, as she breaks down what instructional design is and how to create effective recorded lessons. **Added 7/30/20.**
- **Montessori in the Now [Video]** Hear from Gina Taliaferro Lofquist, AMS senior director of education & strategic

initiatives, about how you can apply Montessori philosophy beyond the classroom, especially in these uncertain times. **Added 7/30/20.**

- **Philosophy Now [Video].** Join Montessori veteran teacher Meher van Groenou to hear about using Montessori philosophy to guide our work today. **Added 7/30/2020.**

### Education at Home - Student Activities

- **100 Ideas for Montessori Early Childhood Students at Home** (courtesy of St. Joseph Montessori School faculty)
- **100 Ideas for Montessori Elementary Students at Home** (courtesy of teacher Michelle Jacob)
- **Montessori at Home.** Parents can find plentiful ideas for bringing Montessori principles into the home. Topics include getting organized, simplifying the environment, and activities for engaging with children of different ages (birth – 18).
- **National Geographic Kids.** Games, puzzles, books, videos, crafts and more to engage children around science and adventure.

### Talking to Children

- **5 Ways to Get Your Kids to Wear Masks.** Tips from CNN on helping young children feel comfortable with mask-wearing, involving them in the making or choosing process, and more. **Added 7/30/20.**
- **Answering Young Children's Questions About COVID-19.** Age-appropriate responses, from ZERO to THREE, to common questions a toddler might have about coronavirus.
- **A Comic for Kids about COVID-19.** Author, illustrator, and NPR editor Malakra Gharib created this comic to teach children about coronavirus. It can also be downloaded and printed.
- **Coronavirus (COVID-19): How to Talk to Your Child.** Tips from the Nemours Foundation on managing a conversation with children about coronavirus.
- **Coronavirus: Fact vs Fiction Podcast.** CNN'S chief medical correspondent, Dr. Sanjay Gupta, breaks down talking to our children about COVID-19 in a 10-minute podcast. This is part of a daily series designed to provide the information you need to keep you and your family safe and healthy.
- **The Fred Rogers Center Tackles Talking with Children about Coronavirus.** This resource shares guidance for explaining the pandemic to children including tips about mindfulness, validation, and support.



Asher squeezes water from a sponge.



Austin mixes colors.



Rosie transfers equal numbers of objects.



Germanie scoops and pours pasta.



Adelaide explores the lockbox while sitting unassisted.



Hazel transfers water using an eyedropper.



Zamirah manipulates the pom-pom push.

# Hummingbird News



## Health & Safety Notes California Childcare Health Program



# Toilet Learning in Child Care

Learning to use the toilet is an important developmental milestone that commonly occurs during the years children are in out-of-home care. Parents and providers can be partners and support each other during this process to make it as easy and smooth a transition as possible for everyone.

## When Is a Child Ready?

Every child develops differently, so it's important to look for the cues that a child is ready for toilet learning. The start of toilet learning should be based on the child's developmental level rather than age or the adult's eagerness to start, and should not begin while the child is experiencing major disruptions or transitions such as a new sibling. Attempting toilet learning before a child is ready can create stress and anxiety for the child, and in turn delay the process. While the right time to start toilet learning will differ for every child, it is recommended that the process not be initiated until the child is 24-27 months old.

Signs of toilet learning readiness include an increased awareness of a need to go, curiosity in others' bathroom habits, demonstrated interest in the toilet, having words for using the toilet, an understanding of "wet" versus "dry," and imitation of bathroom behavior. In order to start learning to use the toilet, a child also must be able to:

- follow simple instructions
- cooperate with adults
- stay dry for at least two hours at a time during the day or be dry after naps
- understand words about the toileting process
- have regular and predictable bowel movements
- express verbally, through facial expressions or posture the need to eliminate
- get to and from the bathroom area
- help pull diapers or loose pants up and down

The toilet learning process generally takes two weeks to six months. Mastering nighttime dryness may take an additional six months to a year. Since

toilet learning is a multi-step process, setbacks are common, should be expected, and do not necessarily mean failure. Remember that the child is taking a temporary step back to a more comfortable place, which helps support later progress.

## Parent-Caregiver Partnership

It is best if parents and child care providers approach toileting learning as a team, jointly identifying and responding to the child's signs of interest and readiness. Children will be more successful when parents and caregivers agree on strategies and techniques, and help support each other to accomplish goals.

- Talk about signs that indicate the child is ready to begin toilet learning.
- Agree on how to work on the toilet learning process together.
- Use normal routines to establish regular toileting times to help make toileting a habit.
- Encourage practice runs to the toilet whenever the child gives a signal (facial expressions, grunting, holding genitals, squirming).
- Help children understand the association between relieving themselves and the bathroom by taking them there for diaper changes and to see the toilet flush.
- Teach proper hygiene habits. Show children how to wipe carefully from front to back, and to always wash their hands after using the toilet.
- Try to keep the child's daily schedule, routines and rituals consistent between home and child care.
- Use the same words to describe body parts, urine, and bowel movements at home and in child care. It is best to use proper terms that will not offend, confuse or embarrass the child or others.
- Read the same or similar books about using the toilet at home and in child care. Give the child opportunities to ask questions and watch for reactions that will show how the child perceives and feels about using the toilet.

- Use the same method of praise and reinforcement at home and in child care. Rewards such as food or candy aren't recommended. Verbal praise is best.
- Handle toileting accidents the same at home and in child care. Provide plenty of changes of clothing for the child in care so there is always clean clothing in the event of an accident.
- Try to have similar toilet equipment at home and child care.

## Techniques for Success

- Promote toileting skills within the context of helping children develop self-esteem and independence.
- Because toilet learning involves so many steps (discussing, undressing, going, wiping, dressing, flushing, and hand washing), reinforce the child's success at each step.
- Child care providers should include toilet learning activities as part of the daily curriculum. Read stories, sing songs and play games about using the potty to reinforce toileting skills.
- Occasional accidents are normal. Say "I see you have had an accident. That's ok. I know you will learn how to use the toilet. You are trying hard. It will be better next time." Praise the child for successes and downplay accidents. Punishment does not make the process go faster.
- *Never* force children to sit on the toilet against their will or for long periods of time. It only sets up a power struggle and negative feelings about toileting.
- Dress children in clothes they can easily pull up or down on their own.
- Have children pick out and wear underwear.
- Using potty chairs in child care is not recommended, but if they are used they should be emptied into a toilet, cleaned, and sanitized after each use.
- Make toilet seats feel safer by having a special adaptive seat to make them child-sized.
- Add a secure step stool, so the child can climb onto and off of the toilet and have a place to rest feet while sitting on the toilet.

## What if a Child Resists?

If the child shows resistance to learning, he or she may not be ready for the process or find it too stressful. Let the child guide the process. If a power struggle emerges, wait a few weeks and try again.

Here are some ideas to help in this situation:

- Transfer responsibility to the child. The child will decide to use the toilet only after realizing there is nothing left to resist. Stop forcing, punishing, criticizing and frequent reminding, which are forms of pressure. Use pleasant reminders like "The poop is trying to get out and go in the toilet. The poop needs your help." When children stop getting attention for not using the toilet, they will eventually use the toilet for attention.
- Give incentives for using the toilet. If the child stays clean and dry, give her plenty of positive feedback.
- Change soiled clothing immediately. Never keep a child in wet or messy pants as punishment.

## Adaptations for Children with Special Needs

A child with special needs may require a unique set of plans and procedures, more time, and more flexibility and patience from adults, but the same toilet learning methods apply. For example, a child with cognitive delays may not be able to understand and remember the many steps involved in toilet learning. A child with mobility limitations may need continuing physical help using the toilet. Children with learning disabilities may not understand what is expected of them. Measure and reward success in smaller steps of progress. Simplify expectations, be persistent, create small, achievable steps and acknowledge progress along the way.

For additional support and resources, contact the Healthline at (800) 333-3212 or [www.ucsfchildcarehealth.org](http://www.ucsfchildcarehealth.org).

## References

National Network for Child Care. Douglas, R. (1994). Helping children learn to use the toilet. In Todd, C.M. (Ed.), "Family day care connections", 3(6), pp. 1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.

PEDIATRICS Vol. 111 No. 4 April 2003, pp. 810-814. Relationship Between Age at Initiation of Toilet Training and Duration of Training: A Prospective Study. Online at: <http://pediatrics.aappublications.org/cgi/content/abstract/111/4/810>.

*Toilet Training Guidelines for Parents.* (1998). American Academy of Pediatrics.

By Mardi Lucich, MA (July 2004)

## Parents Help Chicks Enjoy Outdoor Weather

Chickadee Teacher, Kayla Smith, has two children who are ready for the challenges of our outdoor classroom this winter. She offers some practical advice and her top picks for gearing up for the weather and holiday shopping season!



"I love sending my kids out prepared for the fun and learning they are about to have at NM. First, they put on a base layer of long johns...Costco has great ones for kids or Amazon. The next layer is their clothes or sweat pants over top. I like the infinity scarves for their neck because they stay on and they are very hard for them to lose. I've also noticed

that the neck gaiters that they use as masks also add warmth and protection They are hard to lose too, haha. The next layer is the outer layer, coat, snow pants, waterproof gloves, and a full face, or regular hat. When I buy these items, I spend more on their first set of everything and then go cheaper on backups. Cheaper backups can be found at Costco or Once Upon a Child. They can bring extras to school in a small bag for changes.



My favorite brand is Columbia because it works and works well. If it's **meant to**

keep them dry or warm... it does...and if it breaks they replace it no matter how old it is! Oliver often complains that his feet are sweating because of his Columbia snow boots. I'll take that over him shivering from wet feet. Columbia often has sales on their website too.

Let's prepare our children to be nice and toasty for a winter full of beautiful outdoor fun and learning."

Kayla adds "My friend from Alaska told me they played in whatever weather and kids, the mainland kids, just didn't dress for the weather. "It's all about the layers!" she would say." A forest school in New Jersey also recommends using a Muddy Buddy as the top layer of outdoor gear. This is not only a rain suit but adds a layer of protection against mud.

Kid tested and Mother/Teacher approved items for your consideration

Columbia brand snow boots  
[https://www.amazon.com/dp/B081DLGVR5/ref=cm\\_sw\\_r\\_em\\_api\\_fabc\\_mOdPFbJT72YHA](https://www.amazon.com/dp/B081DLGVR5/ref=cm_sw_r_em_api_fabc_mOdPFbJT72YHA)

Kids' ski mask  
[https://www.amazon.com/dp/B07DPGF4GV/ref=cm\\_sw\\_r\\_em\\_api\\_fabc\\_HMdPFbW42XF6S](https://www.amazon.com/dp/B07DPGF4GV/ref=cm_sw_r_em_api_fabc_HMdPFbW42XF6S)

Columbia brand snow pants  
[https://www.amazon.com/dp/B0815L458M/ref=cm\\_sw\\_r\\_em\\_api\\_fabc\\_KdPFbGNFHSP1](https://www.amazon.com/dp/B0815L458M/ref=cm_sw_r_em_api_fabc_KdPFbGNFHSP1)

Fleece neck warmer [https://www.amazon.com/dp/B00069HFIK/ref=cm\\_sw\\_r\\_em\\_api\\_glc\\_fabc\\_JuuZFb9P25ENE?encoding=UTF8&psc=1](https://www.amazon.com/dp/B00069HFIK/ref=cm_sw_r_em_api_glc_fabc_JuuZFb9P25ENE?encoding=UTF8&psc=1)

Burton Unisex Mitten waterproof  
[https://www.amazon.com/dp/B081FL8JNK/ref=cm\\_sw\\_r\\_em\\_api\\_glc\\_fabc\\_bBdZFbD7X0KCY](https://www.amazon.com/dp/B081FL8JNK/ref=cm_sw_r_em_api_glc_fabc_bBdZFbD7X0KCY)

Burton Unisex glove waterproof  
[https://www.amazon.com/dp/B081FKQYQS/ref=cm\\_sw\\_r\\_em\\_api\\_glc\\_fabc\\_-CdZFbWF0CGM5?psc=1](https://www.amazon.com/dp/B081FKQYQS/ref=cm_sw_r_em_api_glc_fabc_-CdZFbWF0CGM5?psc=1)

Muddy Buddy  
[https://www.amazon.com/HAPIU-Toddler-Waterproof-Coverall-Original/dp/B0813BF4NS/ref=sr\\_1\\_6?dchild=1&keywords=muddy+buddy&qid=1607265982&s=apparel&sr=1-6](https://www.amazon.com/HAPIU-Toddler-Waterproof-Coverall-Original/dp/B0813BF4NS/ref=sr_1_6?dchild=1&keywords=muddy+buddy&qid=1607265982&s=apparel&sr=1-6)

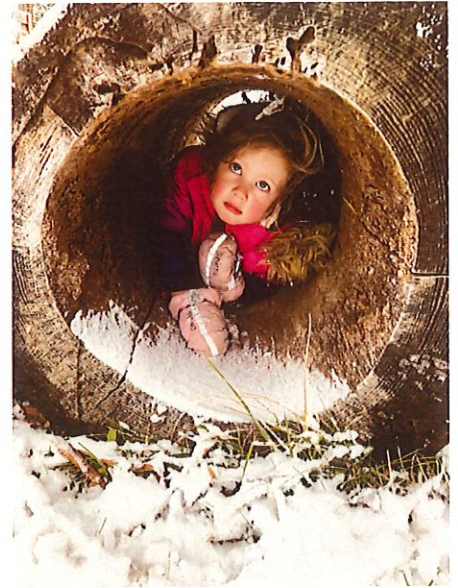




Taisei and Callie



Callie



Elena



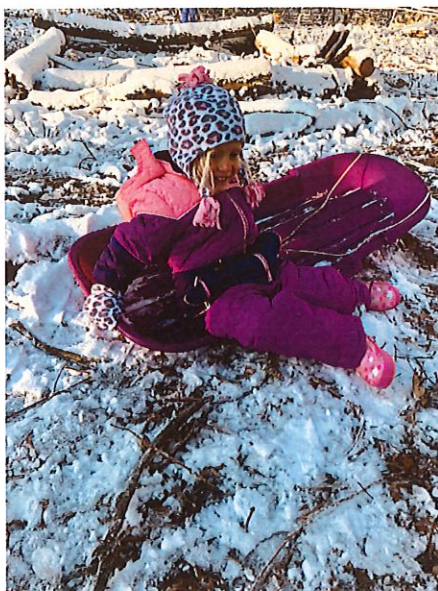
Leilani and Callie



Vivian



Oliver and Tripp



Aliva



Snow Fun



Lena

## Remote Tips and Tricks

It is December of 2020, which means we are halfway through this wild school year! First and foremost we want to applaud every family in their effort to allow their children to be successful. We know this is not the school year that any of us dreams of, but it is better than we could have imagined for the way things need to be right now. Over the last few months we feel like we have been learning right alongside your children about this unique school year. Here are some tips and tricks we have learned from families that we want to make sure all families can be made aware of!

### 1) Communication is key:

The more you let us know what is going on, the better we can be equipped to help your child. Different families have let us know if there was a change in the student's life, if they were struggling with a certain kind of assignment, or even a schedule that we determined. We are here to help you and your child during this time and since we don't "see" you every day, we are limited with only what has been shared with us.

### 2) Structure in the learning environment:

In the Eagle classroom, we work hard to maintain a peaceful and quiet environment. Establishing this environment allows other learners to focus and take in what they are learning, without getting distracted by interruptions or others' excitement for what they are learning! To the best of your ability, creating this environment can help your child thrive. This might mean allowing them a separate space to "zoom" online without any nearby noises, and then invite them back to the "central learning area" when their class is done. We have learned (the hard way) that two people zooming at the same time, in the same area, can be problematic!

### 3) Consistency:

The more structure and consistency you can offer your child will help them understand the routine and the flow. If they get to sleep in until ten in the morning on their remote days, but not on their hybrid at school days, they often come in very groggy and confused. If they are used to every "school day" waking up at the same time, this should help alleviate some of the frustration they feel with not having a clear routine.

### 4) Support their independence:

Independence is an important part of our program. We have seen the benefits to allowing students responsible freedoms and giving them access to meet their needs. We have seen the differences in the students' spirits for when they can access their remote programs independently

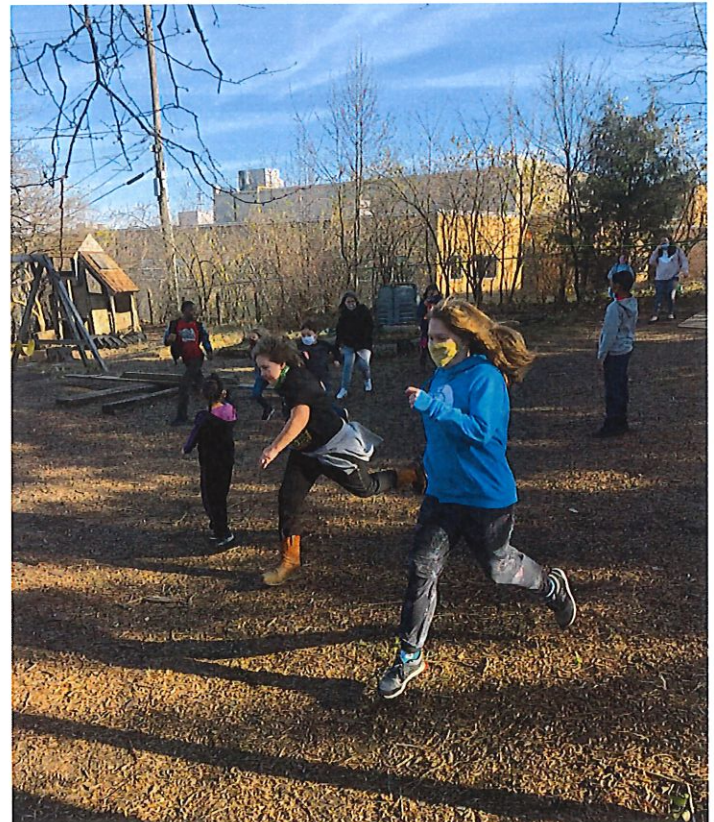
and when they "need help" to do so. Every student is at a different level with this, so we are not expecting a one size fits all approach for the finish line! However, the more you sit with your child and help walk them through navigating the computer by themselves the more they will get the hang of it. We have noticed, they feel most successful in the classroom when they are able to login to their math zoom independently and don't need a teacher to walk over and assist them. We know this "looks" different for every student, but each day if they can get a fraction more independent, you will reap the rewards and they will leave feeling accomplished.



Eagles and Owls together

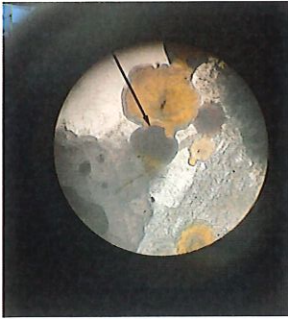


Rylee finds fun ways to climb



Outdoor fun on a beautiful December Day

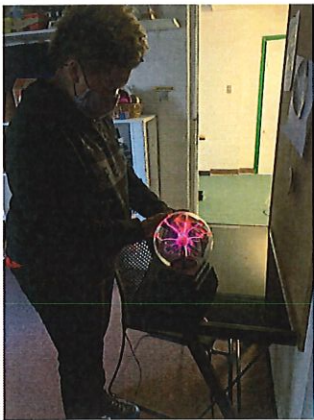
## Science



In December, our science groups switched concept studies. Half of the class had been studying Microbiology and the other half had been working on light energy. After the switch, the microbiology study group chose locations to swab with cotton swabs to grow their own microbe colonies in petri dishes they prepared with agar. Each day we

inspected our agar to see what new growth had appeared and we continued to record our observations and collect data. We are designing our own microbes, classifying them, using a taxonomy chart to organize them, and then we will build a 3D model of our design!

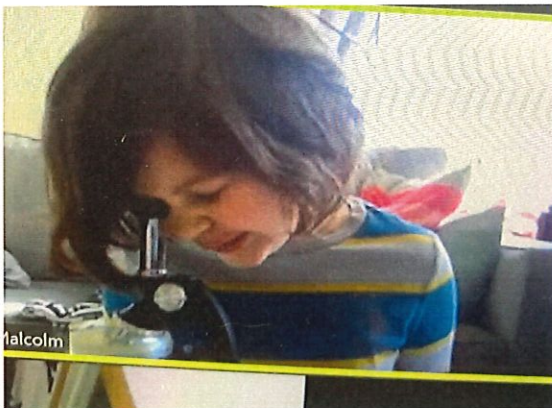
In the group now learning about light energy, students are designing and testing out their own version of a solar oven. We are incorporating what we learned in Quarter One about light and using the principles of reflection and absorption to harness the sun's energy to toast a piece of bread. We were lucky to have decent weather since we are working outside in December but, definitely face an extra challenge with the cold and partly cloudy weather. The idea is to create a model solar oven, then innovate the design, and improve upon it to produce the best results.



Sincere experiments with light and heat.



Chino explores how polarized lenses work.



Malcolm uses microscope to look at microbes.

## Geography



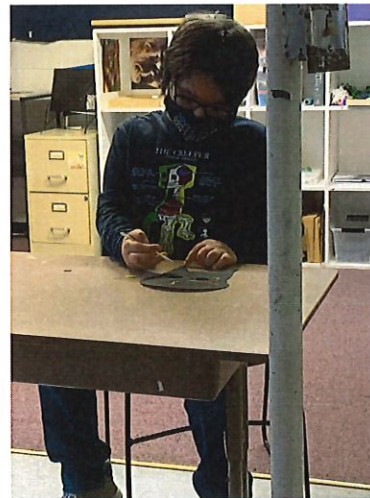
Lola works on Geography lapbook.

We moved from the North Pole all the way to the other side of the world to the South Pole! We are excited to learn about Antarctica because so much is unknown. We have watched videos that show how much of Antarctica is actually ice and how ice rivers, ice shelves, and Katabatic Winds work to create very unique conditions in this frozen desert.

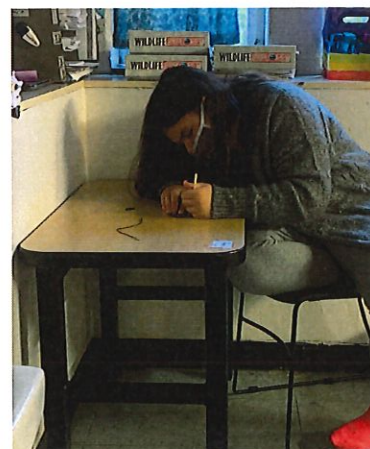
Antarctica only receives 6 inches of precipitation a year, sets the record for the

coldest recorded temperatures, and has the highest average elevation in the world! Penguins are a big hit and learning about

the life cycle of Emperor Penguins was mind blowing for us all. Ask your child what Emperor Penguin parents go through to raise their young safely. We continue to learn about other wildlife such as Leopard Seals and Killer Whales and the interactions between species, as well as dive into fossil evidence to explore how Antarctica has changed throughout history.



Joseph and Vivian make scratch-off masks.



## Jumping Rope

Social distancing has not prevented the Falcons from working and playing together. Shay Conner and Alex Schindler run the rope while [GeMiah Wilson](#) jumps. New student, Aidan Holcomb, watches with Carlton Daniel while Damirah Fowler sees all.



## Zoom Art

Students who are finished eagerly share their Picasso inspired faces after doing a lesson on cubism. When our work is full of joy there is no way we can fail. Thanks to KyLynn Leeth for taking the screen shot for this photo.



## Snow Days Revolution

In a recent community meeting in the Falcon classroom students were asked, "What is a grassroots organization?" After some critical questioning, thinking, and discussing, we established a definition of a grassroots organization.

Our definition: It consists of people in a given district, region or community that work for a political or economic movement. It is a collective action from a local level to effect change at local, regional, national or international level.

Even with this clear definition students still looked puzzled when I then asked, "Did you know a grassroots movement has

recently been started here at NM by one of your classmates?"



They were then asked, "How many of you signed the 'Snow Days Petition' started by Iris (your classmate)?" The ZOOM meeting erupted into many voices all saying the same thing, "YES, we signed the petition!"

After a scheduled Remote Learning Day on December 1, because of predicted inclement weather, students joined together to sign a petition for 'the return of regular snow days'. Iris communicated with her teachers the intention of the petition and her desire to share it around the school. It quickly spread throughout the middle school, then reached the upper elementary and high school students. Ultimately, it gained so much momentum that it caught the attention of the administration and the NM Board.

Maria, our Head of School, reached out to Iris with the reasoning behind the decision for the scheduled Remote Learning Day and assured her that snow days have not disappeared but will come when weather or events will not allow planning to be possible. Iris came to our meeting prepared and shared/sought examples for a possible snow day. Examples included the possibility of snow coming in over a weekend when students and teachers would not be prepared to attend remotely and ice storms that could take out power and limit the ability of students to have internet or electricity.

We took time to appreciate the flexibility that Blended and Remote Learning opportunities have given us. Some students shared that they are able to join our learning safely from their homes and still be a part of our community. This is of great value because we retain our diverse group of students and this provides us strength in our discussions and debates.

Ultimately, we discussed the larger issues that affect whether we have snow days or not, and that is, climate change. If students really care about having snow days then we must make ourselves aware of the variables that are warming our climate and are the real culprit taking away our snow days.

We looked at the fact that the rates of deforestation are slowing compared to the last decade. While this could be good news, it needs to be taken into context. It has slowed partially because it is getting harder and harder to eliminate our forests. We discussed the choices we make here in our own community that can affect the rate of deforestation.

The final resolution from our discussion to progress our grassroots movement was that each of us that signed the petition should be willing to take home a tree and plant it.

## Adapting Montessori Learning to an Online Format

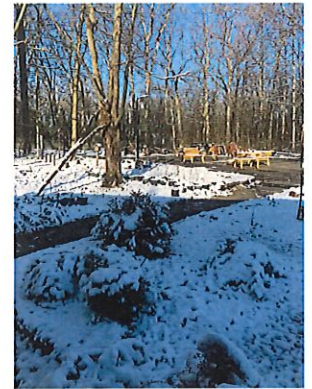
This year has been a very challenging one to plan, from a teacher perspective. As Montessori educators, we tirelessly labor to adapt our program to the constraints of a pandemic, while keeping it as authentically Montessori as possible. We are dedicated to embracing the individual path of each learner, and one way that we do that is by providing a variety of modes for acquiring and demonstrating knowledge. While some choices have been taken off the table, such as learning about cell processes by playing a board game with classmates, or having face to face discussions of socially relevant texts, we have explored new avenues of learning to be sure that the elements of choice and individuality are still being respected. Here are some examples of choices that students have been offered this year in their academic studies:

- **Novel studies** - Through reading and listening to novels, followed by online discussions on Zoom and message boards, students have had a chance to ponder important themes and pose their own questions to classmates to push the conversation even further.
- **Review quizzes** - While testing is never presented as “the end” of the learning process, as we know lifelong learning is never finished, we offer tests to allow students to practice test taking skills, strategic recall and referencing of information. Like all assignments, tests can be attempted multiple times until the student has achieved their personal goal.
- **Virtual labs** - These activities give students the chance to practice experimental design, data collection and analysis. The Internet has a vast variety of labs developed by teachers and professors over the years, and some are very well designed.
- **Interactive notebooks** - Students are provided with paper materials, and work together with their classmates online to discuss and organize the information they learn in class into a graphic organizer format to help them organize and cement their understanding of abstract concepts.

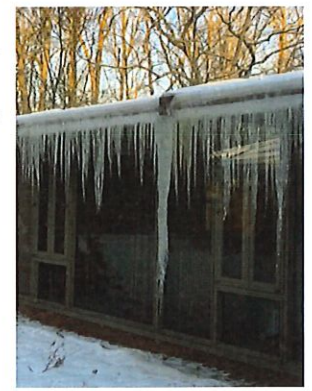
- **Educational videos** - We recognize that videos don't replace other modes of learning, but they can supplement them through the presentation of beautiful visuals and expert commentary, and be followed up with discussion and analysis of the ideas that are presented.
- **Outdoor experiences** - Whether in the classroom or at home, we provide options for students to get outside and learn from nature. Some current examples include designing and implementing a scale model of the solar system and looking for examples of adaptation and variation among photosynthetic organisms.
- **Project kits** - We have designed several do-it-yourself kits that students can request to build beautiful projects to keep or share with

their families and friends. We encourage students to take advantage of these opportunities. It is a fun way to accumulate some attendance hours in a low stress way, while also learning life skills.

- **Presentations**- Students have the opportunity to craft presentations in a form of their choice to share the information they have learned about a topic with the rest of their classmates online. We have had students produce video presentations, powerpoint presentations and short speeches.
- **Poetry and Writing**- In english, students are in the middle of a poetry unit that encourages daily poem writing based on different prompts. This goes along with our study of different styles of poetry from different time periods.
- **Student suggestions** - So many of our ideas are inspired by our students. We always love when they share their wants, needs, and suggestions with us, so we can create assignments that empower them to learn in their own unique ways.



First Snow and Ice!



### Wings\* Q3 Scheduled Supplies Pickup Dates:

- ❑ Monday, January 25 - Module 1 Supplies
- ❑ Monday, February 8 - Module 2 Supplies
- ❑ Monday, February 22 - Module 3 Supplies

\*A Wing may request needed supplies on other pickup days, but all Wings will have supplies on these days.

### Poetry Prompt: First Snow

The first snow starts to blow,

The flakes start to glow in the bright light,

Not so long ago the warm autumn came and go, and knowing winter was coming,

I didn't know it was coming so early but now I know,

I say hello and let go of the past,

The shadow who once hold me down, it lets go, long ago that shadow was the one holding me

down, the shadow was the love I had in autumn and I felt alone, but I should let go of the past,

And let the new memories grow and that let that shadow be alone,

And go play in the snow.

-Kai'lynn Smith



### Poetry Prompt: Couplets

I tread through the windstorm, as the rain pours I begin to brain-storm.

How do I get out of this mess? A Zora calls to me, wearing a strange headdress.

"I am prince Sidon," The Zora explains,

The Zora need a Hylia, I must travel to the domain.

A divine beast spouts water from its trunk,

If it were not for Sidon I surely would have sunk.

We battle the beast until it gives way,

I land upon its side and enter the fray.

-Jayla Thompson



### Poetry Prompt: Specific Rhyming Pattern

I look to the sunset

Watching as the day and night exchange some things said

Where somethings will go undone

And the darkness begins to cover the orange light

I look off to the distance

Wearing some resistance

The weight I'm carrying weighs a ton

But I hold on for the orange shine, one that won't be here forever, it's a once in a lifetime sight



-Kat Metzner



Jaxson, Reece and Carson filming a promo video for JAR Boarding, a microbusiness project