



Inside this Issue:

Highlights on Alumni:	2
Lauren Sieminski - Senior Service:	2
Middle School:	3
Upper Elementary:	4
Elementary Clubs:	4
Lower EI - Normalization:	5
Mock Caldecott Medal Awards:	5
Early Childhood:	6
Infant/Toddler:	7
Community Service - St. Jude's & Haiti Relief:	8
Community Service - TriRok & Pennies for Peace:	9
Week of Bread:	10
Bread by Manuela:	11
Development News:	11
Important Dates '10-'11:	12

Message from Susan Egan, R.N., MEd, Head of School

The 8th and last Montessori Principle: Order in Environment and Mind

Physical and Auditory Arrangement of Environment

When researchers performed an instrument called Home Inventory they found that children from orderly homes fared much better on all tests and assessments than those children who came from a disorderly home even when the parents' income levels and educational levels were considered.

Researches also noted that children who are raised in a more auditorally controlled environments fared much better on all tests and assessments and do much better overall than those children who are raised in noisy environments. In addition, children who are raised in or near noisy environments like airports have many more speech problems than those who are raised in quieter environments.

Researchers concluded that children who are raised in families with more routines and rituals fare much better overall than children who are raised in less ordered families. This outcome was the same regardless of whether the children were raised in rural or urban areas, or from divorced, single, remarried or intact families, or whether they were from low, middle or high income families. This research was confirmed with many standardized achievement measures which all had the same outcomes regardless of a child's physical health status, school absences, number of friends, happiness rating, positive relationships with parents, self-regulation, or interests. Children who are raised in families with a set routine every night, where there is a set time to set the table, eat dinner, get ready for bed, and go to bed had greater outcomes overall than those who do not have routines.

Traditional education has very tight controls on children. A Montessori education balances

tight control by giving the children some freedom of choice and movement. In a Montessori classroom there is a lot of order at the micro level with a set scientifically developed order for the materials on the shelves and a set way to use these materials Yet, at the macro level there is a great deal of freedom and choice. Traditional education greatly restricts the child's freedom with many controls and very few to no choices.

"Pedagogically the work of the school is to organize the work of the child. The organizing of the child's work and offering this work to the child is a very exact work. The organization of the work leads to the establishment of mental order." Dr. Maria Montessori

The following is a summary of our year long discussion of Dr. Lillard's research which concludes:

1. Children need to move and not sit at desks all day. Movement improves cognition.
2. Children need to make choices. Choices give one a sense of self and control of self.
3. Children are innately interested in learning about the world. Teach them about the world.
4. Extrinsic rewards do not motivate children. They are rewarded by their own successes.
5. Children learn from their peers and from helping each other. Give them these opportunities.
6. Children need to have a meaningful context in order to retain what they've learned.
7. The relationships of the teachers and students determine student outcomes.
8. A highly organized and scientifically based method of education is the best platform for teaching which translates to maximum learning. Montessori does this.



Highlights on Harborlight Alumni

A Senior Service Report from Lauren Sieminski, Harborlight Class of 2006

As a senior at Bishop Fenwick High School, I needed to pick a place to do my senior service. The assignment is for each senior is to find an organization where they can help people and also during that time, being a Catholic School, we are to find where we can find God in that particular place.

The first and only place I wanted to be was at Harborlight Montessori School. This school has so many wonderful memories for me. It was here that I went to school starting in kindergarten and went all the way through to 8th grade. Our class was the second class to graduate, there were only eight of us.

The religion teacher in charge of the senior service asked me why I wanted to go to Harborlight and do my service. My reply was simple: I wanted to give something back to the school that gave me and taught me so much. She smiled and said to have a wonderful service.

During my two weeks at Harborlight I did so many different things. I began by working in the pre-school, taking pictures and listening to two parents talk about bread. They explained to the children all the different countries where bread comes from and how to make several kinds of bread. The children got to sample the

bread and they all seemed to enjoy the lesson. I also worked in all three Lower Elementary Classes, helped during their play, and helped during the kindergarten move-up day. I enjoyed doing all of these different things, but what I found most rewarding was helping children during the work period with math and language. I started with one student and then all of a sudden I was helping a few at a time. It was hard to try to keep up, but it was fun. By the end of the day I have to say I was tired. I took a lot of pictures of children doing work, participating in the play, playing the violin, and listening to lessons. I really enjoyed my experience at Harborlight.

Where did I see God? That was easy. At Harborlight, God is everywhere. He is in the teachers' hearts as they work with each student, He is in the smiles of each child in that school, and He is in the parents' eyes as they give presentations to all the preschoolers and elementary children.

Writing up my senior service seemed so easy to me. I think it was easy because of all the people at Harborlight who helped me. I want to thank both Rachael and Elisa for making my senior service possible. I had a great time. It is always nice to go home, home to Harborlight.



*Bishop Fenwick Class of 2010
Springfield College Class of 2014*



*Lauren with Lenyx Theriault & Robyn Dion
at Harborlight's Graduation in 2006*



*Deborah Gardner Walker,
Harborlight Board Member,
and son, Cam Walker '08*



Lauren in Lower Elementary

More Alumni News

Harborlight Alumni Earn Awards at St. John's Prep

*Cameron Walker, '08
Academic Medals in Mathematics and German*

*Gabriel Fernandez, '08
Athletic Coach's Award for Junior Varsity Ultimate Disc*

*Alexander Mold, '07
Academic Medal in Social Studies
Extracurricular Award for participation in the New York Model UN*

*Zachary Whitten, '07
Extracurricular Award for participation in the Freshman Life*

Middle School

By: Jackson Tingle, Social Studies and Writing Workshop Teacher

As the 20th century dawned on Europe and the United States, so too arose the comprehensive school model. The move to incorporate all students into the public education system simultaneously drove the need to develop pedagogical strategies equipped to teach a mass audience including for the first time a high percentage of blue-collar families. With the usual post-Industrial Revolution zeal, the western world stepped up to the challenge using science and statistics in order to create a system to meet the basic needs of all. Many of us are the legacy of this system of warehouse schooling. For a great deal of us, it worked well to some degree but more often than not, by aiming for the middle, the educational world often left out the top and bottom. This is due to a simple fact to which all teachers can attest: teaching, to some degree, is more of art than science.

Since teachers are dealing with individual people rather than Henry Ford's Model T or the latest incarnation of microwave oven, it is impossible to craft a single

system equipped to meet the needs of all. People are non-standard products and demand non-standardized methods for their education.

In the Middle School, we take great pride in the degree to which we can individualize our program to meet the needs of all our children. However, in order to best prepare them for the upcoming transition to a more traditional format of education, whole-group instruction is crucial. The balance between individual and class is at times frustrating, having five math levels for ten kids can be a nightmare to manage, but the benefits are unmatched. By working with students on as close to an individual level as possible, we are able to gain great insight into how each student best learns and the challenges they inevitably face.

*Education is not the filling of a pail but
the lighting of a fire.*

-W.B. Yeats



Harborlight Montessori School's Class of 2010

-Experience Excellence-



Elementary Creative Discovery Clubs & Classes

Mountain Bike Club



Project Adventure Club

By: Kim Lord

Over the past ten weeks, students in the Project Adventure Club have been challenged by nature or material intertwined with nature. We started with low elements to warm up, including the “mow hawk walk”, the “set of swings” and the “tire toss”, but as weeks went on the challenges grew.

The cat walk is a favorite and one that many students are comfortable on, but the wire walk for younger students presented a new challenge. Ava found herself face to face with the difficulty of the wire and overcame her fear on the cat walk. Whereas Dan P. found himself racing against the clock on each challenge to set a new record. Daniel C., Michaela, Aidan, and Daniel J. (U.E. & M.S. students) were also fearless and went at each challenge with gusto. One afternoon the “leap of faith” was the challenge of choice and I found myself, once again, amazed and impressed with the older students and their level of confidence and bravery. To complete this challenge, one must climb a 15 foot ladder, followed by a 20 foot tree climb onto a 2 foot platform and free fall to the ground! The object is to try and hit a white ball hanging from another tree. Not one student hesitated; it was awesome.

The last day, students had the pleasure of riding the “zip line”, another challenge where students must climb a ladder, a tree and sit on a platform before falling off and gliding 300 yards, over a pond. Below is Rachel coming to a stop on the zip line. Rachel and friend Sarah were always in line to complete each challenge as quickly and as fearlessly as the upper elementary students. Project Adventure Club will run again in the Fall.



Elementary

Normalization

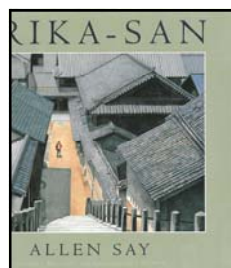
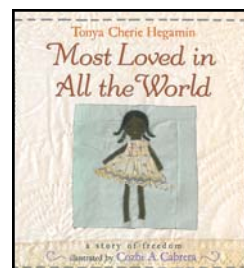
By: *Beth Sieminski & Samantha Kalman, LE-3*

“Normalization, according to Montessori, is the child’s inner discipline or ability to concentrate, work with constant effort, bring order to the mind, respect others as well as the environment, achieve contentment, and live in peace.” (Montessori, 1995) Self-regulation is another term for normalization.

According to the latest edition of Montessori Life (Summer 2010, vol.22, #2), “A 3-Year Study of Self-Regulation in Montessori and Non-Montessori Classrooms,” by Ervin, Wash, & Mecca, shows that the Montessori pedagogy, environment, and materials develop a child’s independence, good work habits, and social skills. Their conclusion states that all non-Montessori schools should adopt this philosophy.

An example of an interview question: “When something is hard for you to do, what do you do to make it easier?” Responses from Montessori children: “Keep trying.” “Look at the thing and it shows me what to do.” “Sometimes you call someone to help you.” “I figure it out.” “I just keep doing it.” “I’ll work on it a little bit more.”

These responses demonstrate that Montessori children never give up and know enough to keep trying or ask others for help. They are persistent and self-motivated. These are important life-long skills necessary to become productive members of society.



And the winner is . . .

The Caldecott Medal is awarded every year to a children’s book that displays excellence in illustration and storytelling. It was named in honor of Randolph Caldecott, a nineteenth century children’s book illustrator.

In LE-1, students participated in a “mock” Caldecott Medal Award competition. Each student read several books that were published in 2009 and elected their own book to nominate. The children met in groups to share their nominees and narrow down the final selections. After this process, students came up with four finalists: A Book by Mordicai Gerstien, Hook by Ed Young, Most Loved in All the World by Tonya Cherie Hegamin and Illustrated by Cozbi A Cabrera, and Erika-San by Allen Say.

While selecting the finalists, students took into consideration the technique of the illustrations and the uniqueness of the artist’s style. They asked themselves: Have I seen this before? Are the illustrations original? Or, how well do the illustrations reflect the mood of the story? Finally, the four finalists were read aloud, discussed, and voted on. Our 2009 Caldecott Winner is Erika-San by Allen Say. You may want to pick it up at the library yourself!

Early Childhood

By: *Rachel McAlpine, Director, Early Childhood Program*

*I felt a cleavage in my mind
As I my mind has split;
I tried to match it, seam by seam,
But could not make them fit.*

*The thought behind I strove to join
Unto the thought before,
But sequence unraveled out of reach
Like balls upon a floor.*

~Emily Dickenson

The child's mind is creating order of a vast array of sequences encountered in his world; information has to be acted upon, thought about in a particular way or order. The incoming information is channeled through the child's senses: seeing, hearing, feeling, touching, tasting, and even perceiving - the latter being of utmost importance in the developing spatial and sequential ordering system. We are witness to this early organization of the mind when the infant can perceive the spatial organization of a face and recognize that sequence or cluster of facial characteristics as being familiar, then attach that recognition with an emotional response.

Sequential and spatial ordering of the prepared Montessori environment and the intricate multi-sensory Montessori materials uniquely support the development of the learning levels of the mind that range from the primary function of following multi-step directions to the more complex ways of learning and performing. These levels of operation are as follows:

1) perceiving: grasping the important characteristics and relationships of a sequence or pattern. Harborlight reinforces this with hands-on lessons such as: manipulating three-dimensional shapes to learn the beginnings of geometry, or tracing the outline of the piece of Japan from the puzzle map.

2) remembering: retaining the serial order or spatial relationship that you have perceived for later use. Music lessons beginning before three-years old reinforce the recall of the order of the beats in a musical rhythm.

3) creating: putting out objects that are arranged in a useful and/or aesthetically pleasing sequence or spatial pattern. The explicit organization of materials are not only arranged but presented by the teacher from left to right, top to bottom and color-coded to organize information such as place value, odd/even, etc.



4) organizing: time management (sequential) and materials management (spatial) The concept of organizing the mind at this level is the cornerstone of the Montessori early childhood philosophy. Preschoolers are functioning at this level with regards to organizing their time purposefully, as well as care of their environment with everything returned to its place and at the advanced level of organizing the elements of their materials within their lessons to follow the logical/sequential order of language - writing on the line, organizing left to right orientation, differentiating 'b' and 'd', regarding place value and working mathematical operations right (units) to left (higher ordered values).

5) higher order thinking skills: using sophisticated reasoning, problem solving, and concept formation through spatial and sequential ordering. This is the level at which preschoolers function when shifting from being introduced to concepts in the concrete to inculcating information that leads to the abstract thinking such as understanding the layers of the Earth and how a volcano erupts.

Achievement in all domains (school, the workplace, athletics, and the visual and performing arts) relies on the practical considerations of an organized mind. A foundation of the early childhood years that responds to the child's sense of order supports and even predicts successful outcomes in future learning and performing. The ordering sense needs cultivation and it is more important that rote memory or skill building. Harborlight teachers are particularly sensitive to the growing mind of the child and are able provide the necessary nourishment that will enhance learning outcomes in high school and beyond when they are required to achieve more challenging logical and sequential thinking, especially in mathematics and science experimentation and reasoning. Remembering geometric proofs, understanding the chronological relationships of world history, and facing a mountain of homework requiring time management of many smaller stages of larger-scale projects and presentations – these are the learning demands of the students in the future, and it is the organization of the mind that will ultimately prove successful outcomes, not raw intelligence.

Infant/Toddler

By: Elizabeth Stone, Director, Infant/Toddler Program

Throughout this school year we have been delving into the scientific research that supports Montessori's principals of education. Angeline Stoll Lillard discussed eight principals in her book, *The Science Behind the Genius*. The last principal discusses the importance of Order in Environment and Mind. It is an interesting notion as it relates to infants and toddlers because we all can very clearly see just how sensitive they are to change. Based on Maria Montessori's observation and substantiated by mine, infants and toddlers exhibit great joy in finding things as they expect them to be. They are not bored by routine, but comforted by familiar sights and sounds.

The many tantrums exhibited by toddlers are ones in which the routines of the day have been switched. Mom picks up instead of Dad. The rain boots are not in the cubby on a rainy day. The young child is desperate to find some sense of understanding and control in this strange new world, and when we provide an environment where the child can play an active role, it gives the child not only a sense of some control, but a feeling of belonging. When a child understands the routines of daily life and is able to participate in keeping this order, the child then has a chance to gain some mastery.

Parents often tell us how at home the child does not put things away, however, while at school, the toddler will do this easily. This is because the classrooms are prepared in such a way that it is easy for the child to not only find things but to return them to their proper place. In the prepared environment; everything has its own place, every activity is complete in and of itself, and there is a logical arrangement of the materials. This enables the child to repeat activities until mastery is achieved, whether it be pouring water in a glass or hanging up one's own coat. When the child understands the order they begin to feel as though they are important.

I like the analogy given by the author Ruth Anne Hammond in the *Zero to Three* March 2009 publication, which likens the routines of the young child to dancing. "Both members of the dance team need to know the steps, someone has to know the leads or cues and someone has to read the leads in order to know which step of the dance comes first. In care situations, like dance situations, the more times the routine is rehearsed, the more secure in the steps and the more open to nuanced embellishments the partners become."

When a child knows that his basic need for eating, sleeping and comfort are met then the child can open up to the world and not worry about what will come next. The child is in an unstressed situation where he/she can open up to the world and take in all its nuances. What comes out of routine is trust. What comes out of trust is a link to self-discipline. A predictable life with routines that are expected sets up an infant or young child to become a child who is more easily able to display self-discipline and more willing to accept guidance from adults. (Tardos, 1996) Anna Tardos, the director of The Pinkler Institute, said that the first requirement for disciplining toddlers is the trust between the adult and child that grows out of sensitive care-giving on a routine basis. As the year has progressed and the dance routines repeated many hundreds of times, we have seen your Infants grow into competent Toddlers and your Toddlers grow into competent Preschoolers.

We work at creating children who are sensitive to each others needs and confident in the fact that they are respected and understood. I heard the other day from a parent that Montessori gives children dignity and I could not agree more.

So enjoy your summer, enjoy your children, and enjoy the nuance of the dance.



Community Service

Math-a-Thon

By: *Beth Sieminski, LE-3*

Twelve years ago I received a packet of information from St. Jude Children's Hospital. This hospital is a leading pediatric treatment and research facility that focuses on children with cancer and other catastrophic diseases. It is a nonprofit medical corporation. This hospital was founded by the entertainer Danny Thomas on the premise that *"No child should die on the dawn of life."*

Discoveries at St. Jude have completely changed how doctors treat children with cancer. Since St. Jude was established in 1962, the survival rate for acute lymphoblastic leukemia, the most common childhood cancer, has increased from 4 percent in 1962 to 94 percent today.

All medically eligible patients who are accepted for treatment at St. Jude are treated without regard to the family's ability to pay. St. Jude is the only pediatric research center in the United States where families never pay for treatments that are not covered by insurance, and families without insurance are never asked to pay.

To cover the operating costs, the hospital conducts many fund-raising events and activities. One of these events is the Math-A-Thon. The children at Harborlight Montessori have been participating in this program for the past twelve years. During that time the School has raised well over \$43,000. We have sent 6 children from Massachusetts to St. Jude and 1 child was from our county. This year, the children of Harborlight raised \$4,500.00.

I am so proud of all the children who participate in this wonderful program. Some of the children that I have taught when they were in first, second, and third grade are still participating and they are now in 5th and 6th grade. I want to thank all the children, parents, and anyone who has sponsored a child in the Math-A-Thon. It is such a wonderful way to help children who are fighting cancer.



Haiti Relief

By: *Sarah Goodale & the Students of LE-1*

Our class raised over \$290 for Haiti relief efforts. This money was donated to Save the Children Foundation. Clayton, a third year student, reflects on his idea to create pins for Haiti:

"When I heard about the earthquake in Haiti, I really wanted to help. So, I went on the computer with my mom and she helped me to find the Haitian flag and directions to make the pins. Then I showed everyone in our class how to make them and everyone wanted to keep making them. We set up a table and sold the pins. Some people bought pins and some people just donated money. We almost got to our goal of \$300. It made me feel really good to help."

The other children in our class have commented that they are happy the whole class worked together for a great cause. The students thought that it was really nice to get enough money to help the Haitian people get food, shelter, and the medicine that they need.

Harborlight raised \$1,371.24 through its many efforts. As of the end of May, nearly \$2 billion dollars have been raised for Haiti relief. The reconstruction will take years and organizations in Haiti continue to need funding. If you haven't contributed in a few weeks, please consider making another donation to Save the Children or through one of the other great organizations assisting with the rebuild of Haiti.

Community Service

Recycle a Bicycle



The Harborlight community has made the lives of 38 people on the North Shore healthier by donating 38 bikes at a recent special collection for The TriROK Foundation. Zoe Kessler and her “Girl Power” Yoga Club organized, marketed, and ran this bike drive over two Fridays in May. Even Harborlight alumni, Tova Crystal, participated in this community service project. All donated bikes will be refurbished and distributed to children and families in support of advancing a health, active lifestyle and reducing childhood obesity. TriROK programs operate on the principle that the most effective way to get and keep children healthy is to help their parents become active, fit role models themselves. The TriROK Foundation has made it their work to ensure that families receive the tools, training, and support they need to establish a lifetime of healthy living for all of their members.

Congratulations “Girl Power” on a successful bike drive!



Pennies for Peace



Harborlight is pleased to announce that students raised \$879.11 for the Central Asia Institute and Pennies for Peace. Even Harborlight’s youngest, children from the Infant/Toddler Program, participated in this effort, collecting \$62.38! Jeanne (LE-1) and Charlotte (ECE-3) Borrel had a special lemonade and French cookie stand at a recent neighborhood yard sale, and raised \$70. Middle School student, Hannah Garvin, has been hard at work promoting Pennies for Peace as her Eighth Grade Project, and will give her presentation on June 9th, along with presentations from her classmates. Hannah’s fundraising efforts brought in another \$78.35.

Greg Mortenson teaches children the power of a penny as it brings hope and educational opportunities to children, and primarily girls, in Pakistan and Afghanistan. While a penny is virtually worthless in the United States, in Central Asia, it buys a pencil. \$20 buys one student’s school supplies for a whole year. \$600 is the typical annual salary for a teacher. The math has a moving message that everyone can embrace, especially children.

Harborlight thanks Laurence Borrel for bringing Greg’s message into the classrooms this year. Her enthusiasm for this project challenged all of us to keep the children of Central Asia in our thoughts and prayers, and to keep on collecting those much needed pennies.

We are excited to have Sharon Gardner (Mother of Stephen Jacobs, UE-1) and Christine Norris (Alex, ECE-4) continue the fundraising efforts for Pennies for Peace next year, picking up the baton from Laurence. In the meantime, any of Greg’s books make for great summer reading: Three Cups of Tea, Listen to the Wind, and Stones into Schools.



Harborlight Parent Association

A Week of Bread

By: Cathy Huyghe, EC Parent

“What is bread? What do you know about bread?”

Those were the questions, posed by Laurence Borrel and Kate Cabot, during their Week of Bread presentations at every classroom at HMS.

And these were some of the answers they received:

“It has flour.”

“You can toast it.”

“You can put something on the toast.”

“You can eat it.”

“You can bake it.”

“You can make sandwiches out of it.”

“You can chew it.”

The point of the Week of Bread presentation was to communicate the idea that most of us, all over the world, eat some kind of bread or grain every day. Different people in different parts of the world eat different breads and grains – especially corn, wheat, and rye – but all bread shares the commonality of ingredients, namely flour, salt, and water. Yeast is optional.

Students tasted examples of bread made from corn, wheat, and rye. Though most seemed to prefer the baguette style – it was the most familiar to the majority of students – their eyes were opened to different versions of this food staple from all over the world.



The story of bread is the story of humankind. It makes a perfect subject for the Montessori classroom. We were able to use bread to teach the children about sources of food and about the process of making food. Bread is particularly well-suited to this because you can show how it is made in a very hands-on clear way. The children were surprised to see that grain when crushed between two rocks becomes flour-- that simple technology from the stone age became the foundation for all of the modern processing of flour that we do now!

Different grains are the source of different flours. Most of the children had heard about wheat but had never thought of corn as something which could be made into bread. The corn flat bread made by Laurence was a favorite of many children-- I smiled at one child's response to tasting it, "It tastes SO much like corn! I could eat this every day!" They were surprised by the yeast as well-- the yeast is so mysterious! When we passed our jar of yeast around for each child to smell, most did not recognize it. When they learned about the action of yeast, they also learned how to tell a risen bread from a flat bread-- not only by eye but also by the smell (you can still smell the yeast!).

We enjoyed sharing bread with the children. We hope that our children will use what they learned to further appreciate bread. We hope, also, that more children will get the opportunity to bake bread at school-- and at home-- in the future!

Kate Cabot, Parent of Lily and Theo



Bread

By: Manuela, Middle School Student

Tuesday, May eighteenth, 2:07 PM

The delicious aroma of cooking fills the Middle School classroom. Today, the seventh graders are making bread. They are also making everyone else mildly jealous, but that's not the point.

As an assignment, the seventh graders had to research and write about a different kind of bread and bring in a recipe to bake in class. Each student chose a favorite, or one that was important to them.

Tracy supervises the whole thing, making sure everything goes safely into the oven. The students are mixing ingredients, learning about cooking, and watching the dough rise. Tracy says this is supposed to teach math skills, but I suspect it may be an excuse.

Arjen says the class should do this all the time, and lets me eat some of the sweet cinnamon topping that will go on his Navajo fried bread.

Michaela and Gabi are busy kneading the dough for Gabi's braided Challah. "It's really cool to learn about where the breads come from," says Michaela. "Who would have known that banana bread was actually from Asia?"

And the Irish soda bread that Laura shows off proudly as soon as it comes out of the oven- It didn't originate in Ireland.

I can't wait to taste everything once it's finished!

Development News

By: Jennifer Sargent, Director, Development

As the academic year ends, Harborlight sends off the Class of 2010 to high school with best wishes for the future, friends say goodbye for the summer, and the School revs up for eight weeks of Summer Adventures, while doing some much needed revitalization of the Infant/Toddler house, as well as reflective time on the school year past while gearing up for the one approaching. Teachers ponder upgrades and changes to their curriculum, and the Administrative Team gets paper work in order and brainstorms what worked and what didn't on multiple levels, all for the betterment of Harborlight and the advancement for the institution we all love so much.

Those listening to the Class of 2010 and the remarks they made during their graduation ceremony were touched by the care and respect they all expressed about their community—their fellow classmates, their families, their teachers, and their School. Harborlight is a very tight knit community, one that thrives on the give and take of each and every member within, and the amazing learning that takes place within and without the walls of the School. It is a school that challenges each individual to achieve their best academically and personally. The 8th Grade Projects of the Class of 2010 are testaments to that drive for excellence. Each student reached beyond their comfort zone to give of themselves fully and share their enthusiasm with everyone. Each project featured an area of community service that "spoke" to that student, their interests and their passions (if one can truly say that in 8th grade). And the results were amazing.

Another amazing result to applaud is that of this past year's (2009-2010) Annual Fund. Over \$106,000 was raised—the largest amount raised for the Annual Fund in a single fiscal year in the history of the School (all 37 years). This time, families and friends of Harborlight gave of themselves fully, some reaching beyond their comfort zone, to support the School. The Annual Fund, those much needed collective dollars, will advance Harborlight and provide change that each student will experience every day. 100% participation in the 2009-2010 Annual Fund by Harborlight's faculty, staff and Board of Trustees speaks loudly about their firm belief in the work that is done within this community for the students. What the School needs now is that same statement of commitment from its parents. Foundations and grant makers look at parent participation as an indicator of an independent school's success and a measure of the parents' dedication and commitment to the School. So, for the last time, we ask...If you have not yet made your gift to the 2009-2010 Annual Fund, please do so today. Thank you!

Thank you for your support of Harborlight through the 2009-2010 Stop & Shop A+ Bonus Bucks Program. Because of your efforts and support of this program, we were able to raise \$277.08 for our school. Be sure to re-register your rewards card on line at: www.stopandshop.com/aplus anytime after August 30th.

Important Dates from Harborlight's Calendar for 2010-2011



Tuesday, July 6: Summer Registration & First Day of **Summer Adventures**

Tuesday, July 6 - Friday, July 9: Early Childhood & Elementary **Week One**

Tuesday, July 6 - Friday, July 30: Infant, Toddler & EC **Transition Session 1**

Monday, July 12 - Friday, July 16: Early Childhood & Elementary **Week Two**

Monday, July 19 - Friday, July 23: Early Childhood & Elementary **Week Three**

Monday, July 26 - Friday, July 30: Early Childhood & Elementary **Week Four**

Monday, August 2 - Friday, August 6: Early Childhood & Elementary **Week Five**

Monday, August 2 - Friday, August 27: Infant, Toddler & EC **Transition Session 2**

Monday, August 9 - Friday, August 13: Early Childhood & Elementary **Week Six**

Monday, August 16—Friday, August 20: Early Childhood & Elementary **Week Seven**

Monday, August 23—Friday, August 27: Early Childhood & Elementary **Week Eight**

Friday, August 27: All School Ice Cream Social to Welcome New Students 4:00 pm

Monday, August 30—Friday, August 3: **School Closed - No Childcare**

Monday, September 6: Labor Day - **School Closed - No Childcare**

Tuesday, September 7: 38th Annual Open House & Registration 1:00 - 4:00 pm
No Classes - No Childcare

Wednesday, September 8: Opening Day of Academic Year - Classes Begin

Tuesday, September 21: EL/MS Pot Luck & Parent Ed - No Children 6:00 - 8:00 pm

Thursday, September 23: HPA Meeting - Welcome 8:45 am

Tuesday, September 28: ECE Pot Luck & Parent Ed - No Children 6:00 - 8:00 pm

Tuesday, October 5: I/T Pot Luck & Parent Education - No Children 6:00 - 8:00 pm

Monday, October 11: Columbus Day - **School Closed - No Childcare**

Saturday, October 23: Fall Festival hosted by the HPA 2:00 - 4:00 pm

Monday, October 25 & Tuesday, October 26: ECE & EL Grandparents & Special Friends
Day - Schedule to be announced

Tuesday, November 9: HPA Meeting 7:00 pm

Thursday, November 11: Veterans Day - **School Closed - No Childcare**

Monday, November 15: Kindergarten Overview 9:00 am

Tuesday, November 16: Lower Elementary Overview 8:30 am

Wednesday, November 17: Upper Elementary Overview 8:00 am

Thursday, November 18: Middle School Overview 8:00 am

Friday, November 19: Elementary Thanksgiving Feast 11:30 am

Wednesday, November 24 - Friday, November 26: Thanksgiving Break - **No School -
No Childcare**

Monday, November 29: Classes Resume

Friday, December 3: Parent/Teacher Conferences - **No Classes - Childcare by reservation**

Monday, December 20 - Friday, December 13: Holiday Break - **School Closed -
No Childcare**

Monday, January 3: Classes Resume

Wednesday, January 5: HPA Meeting 8:45 am

Monday, January 17: Martin Luther King Jr. Day - **School Closed - No Childcare**

Monday, February 21: Presidents Day - **School Closed - No Childcare**

Tuesday, February 22 - Friday, February 25: Winter Break - Childcare by reservation

Friday, March 18: Parent/Teacher Conferences - **No Classes - Childcare by reservation**

Friday, March 25: Staff Professional Day - **School Closed - No Childcare**

Saturday, April 9: Harborlight's Annual Auction 6:00—10:00 pm

Save the Date!

Please help welcome all
new students and their
families to Harborlight at an
ice cream social on
Friday, August 27th
at 4 pm.

*Look for your invite
in the August mailing!*