



Inside this Issue:

Highlights on Alumni:	2
Scholars Chess Team:	2
Middle School:	3
Upper Elementary:	4
Lower Elementary:	5
Early Childhood Program:	6
Infant/Toddler Program:	7
Practical Life, Two & Under:	8
Faculty Profile - Adrienne:	8
Discovery Beyond the Classroom:	9
HPA - Fall Festival & Auction:	10
Development News:	11
Nov-Dec-Jan Calendar:	12

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

I often think of how the world could be such a better place if everyone had a good Montessori education. It is exasperating to listen to the news and to hear how so many traditional American schools are in constant crisis.

Unfortunately, this crisis translates to many children not having their needs met, not being turned on to the joy of learning, not having their individual potential realized, and not being successful in school. It is so frustrating to watch this when all of our Harborlight students love learning, are having their needs met, and are constantly being challenged to meet their individual potential, which all leads to success in school and in life.

Schools were much better in America when we had one room school houses. Children were learning at their own pace and levels while learning from their peers as well as the teacher. Then, during the Industrial Revolution, schools started to work like factories, teaching everyone in a specific age group the same thing at the same time whether they were ready for it or not. Fast forward to today and we find traditional American schools in crisis because they operate similarly to factories.

The human brain is like a human fingerprint, and everyone has a different learning style, rate of learning, and cognitive ability. Schools need to teach individuals in order for students to experience success and live happy, productive lives.

Traditional American schools also see the child as a blank slate or empty vessel which teachers must fill up with facts and figures that students need to spit back to them in the form of standardized tests. Montessori looks at each child as an unfolding human being with a unique and

innate potential that we, as teachers, need to foster.

More and more scientific studies are now being published to support the fact that the Montessori Method of Education is the answer to the crisis in the schools today. One significant study is *MONTESSORI: The Science Behind The Genius*, by Angeline Stoll Lillard, Oxford Press, 2007.

Through her research, Dr. Lillard has isolated 8 insights that apply to the Montessori classroom, explaining what happens, how it happens, why it happens, and why it works. Her studies demonstrate how children learn best and why many traditional models of education fail. I highly recommend reading Dr. Lillard's book. I also have a video (104 minutes) of a lecture she gives which you can view in the library in the mornings.

Dr. Lillard's eight insights:

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. Give them 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 the opportunity.
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 the student's outcomes.
8. A highly organized and scientifically based method of education is the best platform for teaching and translates to maximum learning.

The Program Directors will highlight these eight insights in this and future Beacons this year to give you a better idea of how these insights impact the classroom, the teachers, and your child(ren).



“The skill of the hand is bound up with the development of (the) mind, and in the light of history we see it connected with the development of civilization... all the changes in (our) environment were brought about by hands.”

-Dr. Montessori

Highlights on Harborlight Alumni

Harborlight Alumni are High Achievers



Harborlight graduates elected into Honor Societies at St. John's Prep

Marcela Laverde joined Nick Kasarda, Harborlight Class of 2007, at St. John's Prep in Danvers for the Induction Ceremony into the Spanish Honor Society and The Black Night Council in the Massachusetts National Spanish Honor Society on Wednesday, October 7th. At this same event, another former Harborlight student, currently a junior at St. John's, Alex Mold, was elected into the Latin Honor Society.

More Alumni News

Lisa Goddard and Sarah Goddard, Harborlight Class of 2006, have received commendations in the 2010 National Merit Scholarship competition. Lisa and Sarah currently attend Manchester Essex Regional High School. Both will be receiving letters of commendation from their school and the National Merit Scholarship Corporation. Although these seniors, two of the six students from Manchester Essex who received commendations, will not continue further in the 2010 competition for National Merit Scholarships, they have placed among the top 5 % of more than 1.5 million students who entered the 2010 competition. They may, however, continue to qualify for special corporate and business scholarship awards.

**Congratulations
Lisa and Sarah!**



Harborlight Montessori School

Harborlight Scholars Reign Supreme

By: *Dan Lord, Coach*

On October 25, 2009, Harborlight hosted an all scholastic chess tournament. All of the surrounding private and public school chess teams, under the guidance of Russian Chess Master Mikhail Perelshteyn, were invited. Eleven students representing Tower, Glen Urquart, Waring, Cove, Brookwood, and the Jewish Community Ctr. were in attendance 18 Harborlight Scholars were awaiting.

At the beginning of the tournament, many Scholars were forced to play themselves, because of the unbalanced number of students participating. Many Scholars, including Nikhil Patel, Jack Kelly, and Kellen Furse, posed to be major threats to our very own top ranked Scholars. Nikhil and Kellen forced stalemates in a total of three important games, while Jack's victory took a top ranked Scholar out of contention for a trophy. In the end, in the K-3 division, Max Murray took first place honors. His methodical play was simply outstanding. He was undefeated. In addition, K-3 Captain Tucker Hay took second place. His sportsmanship and leadership in the tournament did not go without notice. In the grades 4-8 division, after accumulating 3.5 difficult points, Scholars Co-Captain Daniel Cipriani was challenged by a USCF ranked player from Cove Elementary. After a Queen promotion, Daniel was awkwardly under constant threat. Check was repeatedly called, however, without support, Daniel was still able to avoid both a draw and checkmate. After finding protection, Daniel was quick to take advantage of a mistake made by his opponent-checkmate! Upon victory, Daniel took first place honors. Co-Captain Arjen Steegstra rounded the Scholars together for a celebratory "SCHOLARS ON THREE!"

It was an awesome and deserved win for our team.

Middle School

Leif Ericsson Day

By: Samantha Kalman

Inspired by an episode of Sponge-Bob Square-Pants, the Middle School teachers did some research to find out if there really is such a thing as Leif Ericsson Day, and it is true! The President of the United States proclaimed October 9th to be Leif Ericsson Day, leader of the first Europeans to land on the American Continents.

To bring the students even closer to the Vikings, Tim, Jackson, and Tracy incorporated the Viking culture of 1001, the year Leif Ericsson arrived on the shores of what is now known as the USA, into their curriculum. All of the students arrived early that day adorned with Viking Helmets. The students made and ate Viking bread. Tracey created word problems using actual distances traveled by the Vikings. Jackson gave a lesson on the origins of Leif Ericsson Day. Tim gave a science lesson connecting to the same topic. Plus the students created



Viking masks. While eating lunch, students watched the Bubble Buddy Episode of Sponge-Bob Square-Pants which inspired it all.

One of the most interactive lessons involved the students' lockers. Yes, lockers. At one time Vikings would fight to their death. Since this had a rather drastic effect on their population, they created a new way to argue. Flytings were an alternative to armed conflict. This is similar to Scottish and Arabic traditions.

Flytings are, also, similar to an African-American custom called "Doing the Dozens". To mimic flytings, students verbally harassed each other. Not directly. Instead, students insulted one another's locker. Some sample insults: "Your locker is so fat it's causing deforestation in South America." (John Kasarda); "Your locker is so messy that Stephen Hawkings used it as proof of black holes in this universe." (Ford Seidel); and the winning insult went to John Kasarda who spoke, "Your locker is so old that Leif Erikson probably used it."

Later that very night, as the teachers were all snug in their beds, their recognition of Leif Ericsson Day was validated by Craig Ferguson, who conducted his monologue in a Viking helmet while explaining Leif Ericsson's impact on history. Learning with laughter has such a lasting effect, and the Middle School teachers work very hard at creating curriculum that engages their students' minds and encourages their students' smiles.



Middle School students presented their 15 minute recycling skirts in each Early Childhood and Lower Elementary classroom

Haiku

By: Alex J. - 7th grade

SUMMER

Surfing the clean blue
Waves roll in while I roll out
The sun shines on me

FALL

Cool northeast winds blow
Shivering in my wetsuit
This is getting old

WINTER

Dreaming of the sea
Shredding giant tsunamis
The wax is unused



Leif Ericsson

Upper Elementary

By: *Kate Dickman, Head Teacher, Upper Elementary 3*

The Three Year Experience

The three year experience in the Montessori classroom is something that is almost always referenced in regards to the positive experience felt by the child. The impact this same experience has on the teacher is rarely mentioned. I have had the fortunate experience of being with some of my students for not only the traditional three year period, but a total of five years (thus far). (A couple of them really think that I will be teaching them Quantum Physics in college, but I am quite sure they will have outgrown me by then ... as well as my bank of knowledge!) This unbelievable experience affords me, the teacher, the pleasure of watching the children develop not only academically and physically, but emotionally and intellectually as well.

We teachers are able to observe the ups and downs that occur in natural human development, as well as the changes in social behavior as the children emerge into preadolescence. It becomes second nature for us to be able to know how a student fared in her soccer game the night before, or how her pot turned out in her pottery class ... just by the way she walks into the classroom. We find ourselves becoming increasingly invested in each person as a whole, wanting to ensure that each student's needs are met in every facet of development. So, yes, although I do believe that the three year classroom experience is important and rewarding for the students who go through it, I find it to be equally rewarding for the teacher, and am thankful for the opportunity to experience it personally.



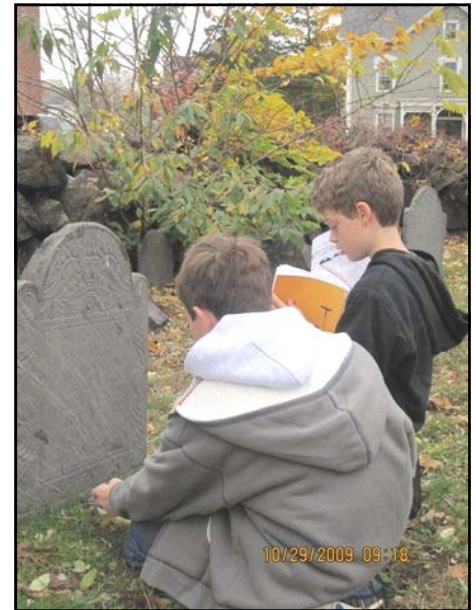
Fall, photo by Alexia, Grade x

Fall

By Laurel, Grade 4

When the leaves change color, you know it is fall. Kids are raking up leaves and jumping into them. As you walk your dog around the block, you stop to jump in a giant pile of leaves. As you arrive back at home, the wind picks up, and it becomes a bit chilly. You grab your jacket and say, "ah", because it is the perfect temperature. You go back outside, pick up a stick, throw it, and it soars through the colorful leaves. Your friend arrives with her dog because you called her, and she is ready to go for a walk through the leaves.

Fall is a time for cheeriness and the sweetness of Halloween. It also has the "yummy-ness" of Thanksgiving. I hope you and your family can enjoy the season of fall as much as I do.



A Cemetery Visit

By Danny, Grade 6

For a history field trip, our class went to the Abbot St. Cemetery, an old graveyard in Beverly. We had been studying gravestones for the past few weeks, and the symbolism that is used on them. For example, there are three signs on seven out of ten gravestones. They're called lunettes, finials and borders. The lunette is the header, the symbol that is on the top of the gravestone. The finial is a circular symbol on the top right and left corners. Finally, the border is a rectangular symbol that runs down the side. There are many finials and borders, but only three lunettes. We took the field trip to see these symbols in real life, so we could get a picture of it, and understand the topic better.



Lower Elementary

Creation Stories

One of Maria Montessori's Great Lessons is "The Timeline of Life." It starts with the Big Bang, discussing creation. To compliment the lesson, students were exposed to varying interpretations of how it all began. They were then asked to write their own Creation Myth. Here you will find examples of students' stories.

My Creation Story

By: Sarah, Grade 3

In the beginning, it was black with little dots, almost like Christmas tree decorations, except a lot less welcoming. It was cold, and it smelled like coal.

The little tiny dots were called lagets, and one day they suddenly smashed together becoming the Sun. Big bits flew off and became all the planets including: Mercury, Venus, Earth, Mars, the Asteroid Belt, Jupiter, Saturn, Uranus, Neptune, Pluto, and Eros.

Pancake Rock

By: Matthew, Grade 2

There once was a giant cake in the sky and half of the cake exploded into nine pieces that became the planets. The gray piece made Mercury; the yellow one became Venus; the blue and green one became Earth; the red piece became Mars; the tan and red piece became Jupiter (The red part became the Great Red Spot.); another yellow planet became Saturn; the light blue piece became Uranus; the dark blue piece became Neptune; and the silver, cold piece of cake became Pluto. Another piece of the cake broke off the original cake and became the middle of the Universe. Then more of it broke off and became all the stars. Then the rest of the cake exploded completely and became the atmosphere of all the planets.

My Creation Story

By: Lily, Grade 3

My character is the leaf. Most of the leaf is pure green, but the middle is yellow-green. The Earth was made from the solid stem of the leaf. Out of the veins of the leaf came life on Earth. The moisture from the leaf splashed on land and formed lakes, rivers, bays, and oceans. All of a sudden, the leaf started to spin really fast. Then BOOM!!! Yellow, glowing stars appeared.

The Wet Rock

By: Phillip, Grade 3

Billions and billions of years ago in the middle of black space, there was a very old, wet rock with lots of holes in it.

All of a sudden there was another wet rock that shot out of nowhere and hit the other rock so hard that they formed a big ball. The ball hardened to make land. Some of the water splashed onto the land and made plants and trees. The rest made the ocean. The sparks from the rocks hitting made the animals and people. We now call this planet, Earth.

My Creation Story

By: David, Grade 1

In the beginning, there was an egg.
The egg cracked,
and then the comet opened the egg.
Then there was Earth.



Halloween Fun!

Rachael DeStefano,
Teacher, Lower Elementary 2

On Friday, October 30, Lower Elementary Two, like most classrooms, celebrated Halloween. We started our morning by entering into our classroom web that led to each child's goody bag! Later in the morning, we all transformed into witches, butterflies, angels, princesses, and Star Wars characters.

We joined the rest of Lower Elementary as we all paraded over to the Essex Nursing Home. There we sang for our friends and handed out student made Halloween cards. The children looked and sounded great, and our audience really seemed to enjoy them. We came back in time for lunch, recess, and our party! The great parents of our classroom supplied us with tasty treats, decorations, crafts, and fun!! Additionally, we had a pumpkin carving contest. It was great to see all of their creative and spooky creations; the Jack-O-Lanterns were all so good, that they were all winners!!

Lower Elementary Three also held their parent-hosted Halloween Party that afternoon, while Lower Elementary One celebrated on Friday, October 24.

We all had a great day!!!

Early Childhood

By: Rachel McAlpine, Director, Early Childhood Program

Language Acquisition in the Early Childhood Program

At Harborlight, early childhood students are invited to join a large number of age-appropriate, educational activities well beyond the invitations to the Montessori 'works'. Most elements of the school day, even those predictably universal among preschool programs, are negligibly different from a traditional preschool class. There's recess, lunch, snack times, and a nap or rest, but a Harborlight early childhood classroom *looks* different – as much as because of what is missing as what is present. Absent are the traditional displays of the alphabet letters in capital and lower case matching form in a train along the ceiling; instead you find small, movable colored letters matched with initial sounds in identifiable objects; for instance *m* has a *monkey* sitting next to it.

Missing are the traditional flash cards of letters and pictures to reinforce memorization. Readily available are manipulative letters such as consonants that are sometimes clustered together of similar sounds at times such as *c*, *k*, and *q*, because these sounds are all made with the tongue and mid-mouth. At other times letters are clustered together for their *dissimilar* phonemic characteristics *c*, *o*, *a*, *d*, and *s*, because of their *similar* manuscript characteristics, which all start at two o'clock and circle counter-clockwise in writing form. Additionally, Teachers and students play together. An example: The Mystery-Bag Game in which the child's homework involves finding a household object that begins with the sound they are learning about that week, and then the child writes five clues to help their classmates and teachers guess what that mystery object may be.

Distinctive differences in the Harborlight early childhood environment exist with each area of the curriculum and in every corner of the classroom. Harborlight is redolent of a different benefit entirely – children learn basic developmental building blocks necessary for later academic success. In fact, they develop these foundations better while engaged in meaningful, productive 'works' that conjure an intrinsic motivation to learn *more* and a desire to become the *best* they can be.



Infant/Toddler

By: Elizabeth Stone, Director, Infant/Toddler Program



Angeline Stoll Lillard, author of The Science Behind The Genius, quoted Maria Montessori who stated that mental development must be connected with movement. In saying this she was far before her time. We now know how really important movement is, especially for the child under three. Our infant and toddler classrooms are designed to have ample areas for active movement. We often think that the smaller the child the smaller the space needed to play. When in fact, the space needs to be larger for toddlers and walking babies.

Research done by Carousel Levin Steigler and Duyan in 1990 has clearly shown that movement enhances thinking and learning behaviors. From the very beginning, we do not containerize our children in high chairs, cribs, or contraptions of any kind. Our infants are free to move about and explore their environment, learning the limits of their own bodies. Toddlers, of course, show us, everyday, how clever they can be in finding new and unusual ways to move about. When we follow the child, we see when and how they need to develop.

Current research also confirms the importance of early learning experiences in the first three years of life. How and what children learn affects them throughout their lifetime.

In the Montessori classrooms, our Toddlers learn many important skills through various means, most of which are connected to movement, using fine or gross motor skills. Children in the Infant/Toddler Program learn:

- They are loved, respected, and safe.
- All children have needs, wants, and feelings.
- They can communicate what they need, want, and feel.
- They are COMPETENT learners.
- To respect one another.
- How to focus and concentrate on the activities in which they are interested.
- How to care for themselves: dress, toilet, wash, and learn how to eat correctly.
- How to develop verbal language, learning that everything has a name!

We want the children's expectations of the world to guide them in a kind, empowering way. Therefore, we guide them to be hopeful, so they can meet their challenges. We let them know that there will always be help when they need it and that they will be believed and trusted. The toddlers learn that they can move out into the world with confidence, but that we are right behind them. Maria Montessori called this relationship *confident expectation!*



Practical Life for the Two Year Old and Under

By: *Adrienne Del Colle, Head Teacher, Infant 2*

Practical life for the 2 year old and under encompasses many areas of daily living. In the Montessori infant and toddler classrooms, the children are experiencing practical life activities every day. The child under 2 years old is very interested in learning about the surrounding environment. A child learns self-control and develops a healthy self-image if the work is real, such as washing or setting a table, folding laundry, sweeping, dusting, and washing dishes. There are three main areas of practical life: the care of self, grace and courtesy, and care of the environment.

Toddlers want to be involved in the daily life, and we see this as they often pretend to do common household activities. But, why limit it to pretend? Why not encourage your child to participate in the real activity, such as cleaning up a spill on the floor? The toddlers truly enjoy doing actual activities, because the real activity gives the toddler a sense of purpose fostering pride in the child.

In the toddler classrooms, you will hear the teachers extend grace and courtesy remarks such as please and thank you. We do this to model the appropriate way to speak to others. Encouraging the children to greet people as they enter or exit the room and inviting people to observe are just a few ways that the Montessori toddler classrooms practice grace and courtesy.



Here are some common practical life activities that one would see when entering a Montessori infant or toddler classroom:

Indoor environment:

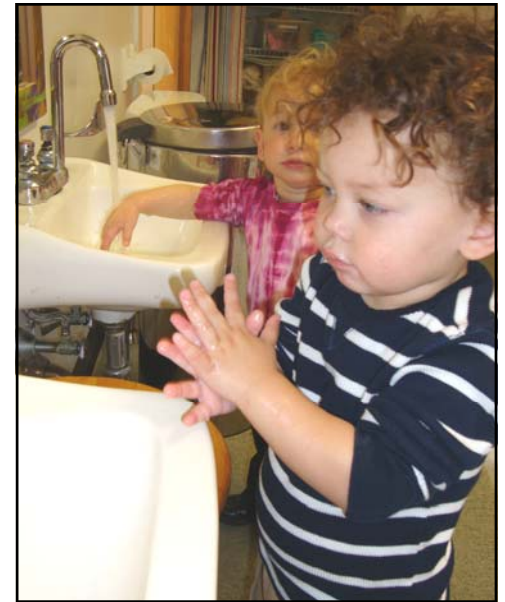
- Dressing and undressing
- Dish washing
- Sweeping
- Window washing
- Dusting shelves
- Sorting and folding laundry

Food preparation:

- Scrubbing fruits and vegetables
- Spreading
- Scooping
- Stirring
- Cutting
- Setting the table

Outdoor environment:

- Cleaning up the playground
- Raking the leaves
- Washing the fence
- Filling a bird feeder
- Planting
- Digging
- Recycling
- Sifting rocks from the sand.



Faculty Profile: Adrienne Del Colle

Adrienne Del Colle came to Harborlight in September 2003 after graduating from the University of Connecticut. She majored in Human Development and Family relationships with a focus on Early Childhood Education. While in school, she also spent her four years working in the U. of Conn. Child Development Lab. She worked in the Kindergarten, preschool, and infant classrooms on a regular basis and occasionally substituted in the toddler room.

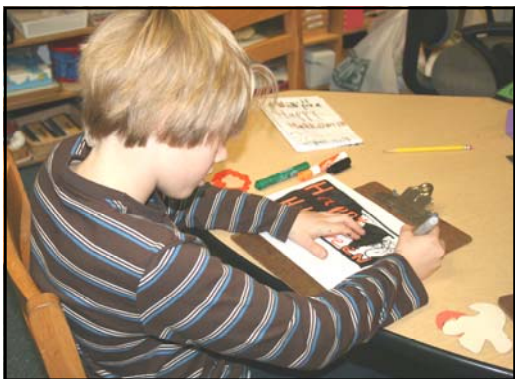
Adrienne completed her NCME-NE Infant/Toddler certification program in 2005. She worked as an assistant in our Toddler classrooms for three years before becoming a Head Teacher. Adrienne is now enrolled in a Masters program at Salem State college in Special Education.

Adrienne enjoys hiking, mountain biking, kayaking, rock climbing, snowshoeing, snowboarding, pretty much anything outdoors. She has two beautiful Vizslas, and they often go with her on her outings.



Spanish By: Marcela Laverde

Only a couple of months into the academic year and already the children have acquired so much Spanish knowledge. It has been very nice to go back to the routine of having to learn new vocabulary with humorous stories that help the children enjoy Spanish as they learn. In this month, we practiced the vocabulary of food. The children made menus and acted out a day at a restaurant. They also learned the parts of a house, creating a layout of their homes. It is interesting to see how Middle School and Upper Elementary students understand what they are reading in Spanish or in English reflecting on the Latin culture. With the preschoolers it's fun watching them as they begin to understand and practice Spanish in and out of school.



Drama By: Heidi Rombola

The elementary children are working on character, creating objects in space, stage presence, and ensemble work through theatre and improvisation games. We are really trying to get the feeling of working together as a unit to present plays and short theatre pieces.

Discovery Beyond Academics

Music By: Heidi Rombola

For Grandparents day the ECE children entertained their grandparents with Halloween songs, poems, and fingerplays. They demonstrated their emerging music theory knowledge by identifying the staff and a treble clef. Everyone was very brave and seemed to have a great time performing for their grandparents.



The Chorus and the Lower Elementary children paraded over to the Essex Park Rehabilitation Center and performed Halloween songs and gave the residents cards.

All the children are beginning to prepare for their winter programs while continuing to learn music theory and some are learning music history.



Physical Education - KEEP MOVING!

By: Kim Lord

It's easy to get distracted in today's busy world. We place our focus on our cell phones – talking, texting, tweeting, e-mailing, Facebooking, and searching the world-wide web for endless opportunities and advancements. With so much information and ways to communicate, it is easy to become unfocused and overwhelmed. We want things to happen immediately, and if they don't, we are quickly frustrated. When it comes to our health, there is no quick fix or short cut. Good health does not seem to *ring* true. We have to eat well and exercise regularly to be well – a long term investment that happens in every moment.

“To keep our brains at peak performance, our bodies need to work hard” says John J. Ratey, MD, Author of “Spark”, a new book connecting exercise and the brain. There is no question that exercise is beneficial. Today, researchers are finding even more benefits and reasons to keep moving. Decreased depression and anxiety, increased concentration, and helping to control attention deficit disorder are just a few remarkable benefits.

At Harborlight Montessori we embrace these benefits and give our children an opportunity to keep moving. The structured programs we implement include our Early Childhood Yoga Program, Kindergarten Gymnastics and Swimming, Elementary and Middle School Physical Education Programs, After School Clubs, and, most recently, our developing Interscholastic Sports Program. Thirty years ago Maria Montessori said, “Development of the mind is achieved through movement.” She was right and it is at present that we, as a society, are realizing just how accurate she was.

So keep moving with your children. Dance and play, rake those leaves, go to the park, go on a hike, and embrace the most important material in your life- your body and brain. I'd say, in many ways, it is the most important investment you can make in this life.

Harborlight Parent Association



A ghoulish array of carved pumpkins



The ever favorite donut eating contest drew in participants of all ages



Thank you, James, for sharing your Balloonacy talents!



A array of arts and crafts, including weird and wacky tattoos.



Ellen Levine and her Harborlight violin students serenaded the crowd.

The HPA Gears Up for Another Successful Annual Auction

By: Jennifer Sargent

April 10, 2010 may seem to be ages away, but planning has already begun. At the November 3rd HPA meeting, there was a lively discussion about committee structure, event planning, theme, web links, and much more. Soon a letter will be mailed to all businesses that have supported Harborlight's Auctions in recent years, asking for their continued support. At the same time, we hope members of the Harborlight community will consider supporting this initiative as well, by serving on a committee, buying an advertisement in the program (either personal or business), soliciting businesses you frequent, donating a product or service, being a sponsor, developing class projects, the list goes on and on. All contributions are tax deductible.

Each year, parent volunteers organize this fundraising event to support a specific initiative for Harborlight. Revenues have gone to fund a single project, like Harborlight's school bus, or a multi-year collection to support a larger project, such as a technology upgrade for the School. Faculty and staff have been busy brainstorming what that focus will be for 2009-2010, and we look forward to announcing the results soon. Whatever the decision may be, you can be assured the money raised will benefit every child at Harborlight now and for years to come.

So get on board and help make this year's Auction the very best ever! Check out the volunteer opportunity board to see where you can support this effort.

Or, contact Jennifer Sargent at jsargent@harborlightmontessori.org. Thank you!

Development News

By: Jennifer Sargent, Director, Development and Parent Relations



Harborlight Montessori School supports the Beverly Bookmobile

Everyone will agree that books are the mainstay of any educational environment, including Harborlight. The School prides itself in having a healthy and continually expanding Library in addition to a wonderful collection of books in every classroom. But what some may not know is Harborlight's reliance on regular visits from the Beverly Bookmobile. Linda Caravaggio pulls up to the School in the Beverly Bookmobile, laden with bags of books destined for classrooms, where teachers eagerly await selected volumes of fiction and nonfiction to share with our students.

It was with great pleasure that on November 3rd, Susan Egan was able to present, with grateful appreciation, a check to Linda and the Beverly Public Library as Harborlight's contribution to the multi-year fundraising effort towards the purchase of a new Bookmobile. Students look forward to Linda's continued visits to Harborlight, especially when the new Bookmobile hits the road next spring.

Thank you Linda &
The Bookmobile!

This fall has been a particularly busy one behind the scenes at Harborlight. There has been the welcome to new families, orientations, the launch of the School's revamped web site, the presentation of the 2008-2014 Strategic Plan to the community, the Fall Family Festival, Grandparent Days, Open Houses, Pot Luck Suppers, and we have only just begun!

Hopefully by now, everyone feels connected as important members of a very special community - the Harborlight family. We have taken strides to educate all families, new and returning, about the long range vision for the School, as well as immediate needs for volunteerism and support. With the help of the dedicated members of the Development Committee, we have brought transparency to all of the School's fundraising efforts, from the classroom initiatives to community outreach as well as the allocation of funds from the Annual Fund. Harborlight accepts the responsibility of educating the whole child, nurturing the social, emotional and cognitive learning and development of each individual student. By giving back to the community, be it local or global, students develop an understanding of what it is to be compassionate humanitarians.

As adults, we must serve as guides and mentors, leading by example. 48% of Harborlight's faculty and staff have already made a contribution to the 2009-2010 Annual Fund. Last year, this dedicated group achieved 100% participation, and we are going for the record again this year. But we need an equal response from our parents.

We challenge each and every one of you to rise to the occasion and give to the Annual Fund - Harborlight's One Fund for Our Children - to the very best of your ability. Every gift counts as we move forward as a "family" to reach our vision. Please join us today!



Harborlight Earns Money from Your Grocery Shopping

Harborlight has partnered with both Shaw's and Stop & Shop to reap rewards from your grocery shopping. Simply go on the stores' respective web sites (www.albertsons.com/cp/shaws/ and www.stopandshop.com/our_stores/bonus_bucks) and link your customer rewards card with Harborlight Montessori School. Every time you shop, Harborlight can earn money. **Thank you!**



Harborlight Calendar

Coming up in November, December & January

Monday, November 16:	Discussions About Children	9:00 am
	“Routines: Schedules of the Home and School”	
Monday, November 16:	Kindergarten Overview	9:00 am
Tuesday, November 17:	Lower Elementary Overview	8:30 am
Wednesday, November 18:	Upper Elementary Overview	8:00 am
Thursday, November 19:	Middle School Overview	8:00 am
Friday, November 20:	Thanksgiving Feast	11:30 am
	UE Activity Night	5:30 - 7:30 pm
Wednesday, Nov. 25 - Sunday, Nov. 29:	Thanksgiving Break - School Closed	
Monday, November 30:	Classes Resume	
December 1 - 4:	Usborne Book Fair in the Library/Media Center	
Friday, December 4:	Parent Teacher Conferences - No Classes	
Monday, December 7:	Discussions About Children	9:00 am
	“Managing Your Toddler’s Behaviors”	
Tuesday, December 15:	Winter Program - ECE-6	9:00 am
	Winter Program - ECE-1	10:30 am
Wednesday, December 16:	Winter Program - ECE-3	9:00 am
	Winter Program - ECE-5	10:30 am
	Winter Program - LE and UE	3:30 pm
Thursday, December 17:	Winter Program - ECE-2	9:00 am
	Winter Program - ECE-4	10:30 am
	Winter Program - Middle School	3:30 pm
Saturday, Dec. 19 - Sunday, Jan. 3:	Holiday Break - School Closed	
Monday, January 4:	Classes Resume	
Monday, January 11:	HPA Meeting	8:45 am
Wednesday, January 13	Public Open House	9:00 - 11:00 am
Monday, January 18:	Martin Luther King Jr. Day - School Closed	
Monday, January 25:	Discussions About Children	9:00 am
Friday, January 29:	Annual Empty Bowl Dinner	4:30 - 6:30 pm

