



HIMS

Monthly News

ARTICLES, EVENTS, PHOTOS, & MORE!

November 2022



Different is Okay

Just over two and a half years ago schools around the world closed their doors to in-person learning and moved quickly to create meaningful learning environments on a virtual platform. While some schools were more successful than others, we all agreed that the impact of this radical change was unknown and would likely be long-lasting. In the course of two and a half years students learned fully from home, then many experienced a hybrid model, then a model back in the classroom but distanced from one another, and then finally something that resembled pre-pandemic learning. I am proud of what HMS offered children through all of these iterations, but still...I'm not surprised that our student profiles aren't the same as they were in 2019. Presently, more students need extra support in some capacity, whether that's academically, emotionally, organizationally, or socially.

In 2020, nationally and globally educators and parents agreed that things may not look the same when we came out of the pandemic. Yet lately it seems that the agreement we had is sometimes forgotten as people push hard at getting back to normal. I've heard parents say "When my older child was in this classroom they were more advanced" and I've heard teachers at HMS and other schools say "These students are learning differently than I typically have at this level." Different can be uncomfortable and the unknown is often scary. We've all been through an experience or series of experiences over the past two and a half years that required a level of energy and adjustment that we, as a generation, haven't had to worry about previously. As parents we want our children to have the best possible experiences at home, at school and beyond. It's hard to give up the notion of what should be and accept what it is right now.

Around the world schools are recognizing that children have different skills than their pre-pandemic counterparts. There's been a great move for an emphasis on character building, social skills work, and recognizing and naming emotions. In the Montessori world we chuckle a little, as these are all part of educating the whole child, something Montessori education has been doing since 1908. At HMS we continue to focus on all of the things we've always focused on: meeting our students academically, emotionally, and socially where they are and guiding them to move forward. We are not superheroes and we recognize that if our students need more support, we need more people to help us support them. This year we are fortunate to have Mason Ward and Jenna Brasch on our team. Jenna has been helping students in elementary and junior high who need extra help with their academics. In addition to being our PE teacher, Mason is working with children who need more support emotionally or with self-regulation. Jenna and Mason communicate with teachers and with me regularly. This allows us to deepen our practice and understanding and also give students the support they need.

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In addition to all of the assessment tools already inherent in a Montessori classroom, we are also using a tool called Track My Progress (TMP), for our elementary and junior high students. TMP helps us to understand where our students are compared to others at the same grade level and also compared to national common core standards. TMP uses computer adaptive testing, which means the questions are targeted to the child's previous response. This helps identify students' strengths and weaknesses in particular areas. One of the things that we really love about TMP is that the grade level feature compares to students currently, which means we get a better sense of where children across the state and country are right now in addition to where they historically have been. We will share progress and test scores with families in February.

This past March, I attended a workshop called "The Kids Are Alright." In this workshop Michael Thompson, PhD, shared data that showed the resiliency of children coming out of the pandemic. He emphasized their ability to bounce back from the impact of pandemic schooling. It was a great presentation and really reassuring. However, while the kids are alright, they aren't the same. This can be nerve racking for the adults in their lives. We need to remember that different is okay.

But if it's okay, why doesn't it feel that way? Discomfort is discomfort. There are a lot of expectations that we have as adults about the pace of learning and the developmental expectations of children. It's easy for parents and educators to feel stressed or concerned about the landscape of our world and the impact on our children. This is another beautiful thing about Montessori education: flexibility and individualization are built into what we do. I value our teachers and their willingness to listen to our students and their feedback. Our teachers have a knack for holding children to high expectations, while also taking the time to adjust content, curriculum, and lessons as needed.

There's no doubt that education is different than it was in 2019. And there's no doubt that our own students have felt the impact of the pandemic in many ways. At HMS we recognize this, honor it, and move forward with our students as they forge their own path.

Warmly,
Aimee





Upcoming Events

November 1st - November 18th Kinder Leaders Food Drive - Please drop off donations at the front office.

November 3rd Cedar Market 2pm-3:30pm

November 6th Daylight Saving - Fall Back. Don't forget to change your clocks.

November 8th Curriculum Night

November 11th Veteran's Day. School Closed

November 15th 5:00pm HMS Board Meet & Greet and Board Meeting (at Gig Harbor Campus)

November 23rd Noon Dismissal - All Programs (No Childcare)

November 24th- November 25th No School
Thanksgiving Break

Check out all upcoming Parent Grove events here: [Social Calendar](#)



Thank you!



Golden Bead Brigade (\$2,000+)

Aimee & Mike Allen
Hilary Harter
Ronna & Stephen Schreiner
Gina & Chris Drew
Nina & David Rish-Brown
Paul & Julie Harding

Pink Tower Club (\$1,000+)

Bill Herling
Diane Reville
Sareeta Beeram & Erik Clarke
Ashley Jones & Adam Hinmon
Paul & Kathleen Vanderspek
Erin & Glen Schuster

Metal Inset Society (\$150+)

Wendy & Sean Holt
Danielle & Kris Pasquale
Carrie & Mark Butler
Charity & Barton Shumway
Amy & Jon Hill
Maggie & Travis Waller
Anya & John Phillips
Robert & Laura Peaslee
Karen & Michael Biskey
Brian & Rochal George
Becky & Brad Carlson
Quinci Adams
Cheryl Buchholtz
Rebecca & James Trigg
Kristen & Jason Smith
Mallory & Tyler Tucci
Chelsea Boseley
Jayme & Stuart Croff
Hailee & Scott Keely
John & Angela Mitchell
Amanda & Alekzander Holcomb
Valerie & Ryan Bredeweg
Kalaena & Gregg Morris
Summer & Ryan Schurr
Brenda Ruiz
Jessica Hopkins & Scott Fleshman
Candace & Gino Pagano
Prudence Jurica & Leon Schendel
Manas Agastya & Vasvee Sonoo
Lauren & Ben Tweed
Delores Carlson
Poonum Vasishth
Rachel Anderson & Matthew Pierce

Amy Staupe & Chris Roy
Megan & Andrew Ritter
Laura & Robert Mizumoto
Rebecca Joyce & Mark Cowart
Katharine Long & Ash Monif
Pam & Mike Purdue
Julie Hale
Ashley & Alex Pittman
Amanda Sun
Laura & Patrick Chesley
Rosemary Chesley
Brittany & Douglas Fritts
Jeff & Kimberly Gerton
Alex & Dessa Tampio
Tia & Kevin Still
Heidi & Mike Pavlu
Sean & Wendy Werner
Jessica Fleming
John & Barbara Staupe
Patrick Kenny
Rebecca & Stephen Pieniak
David & Ann von Moritz
Lora & Brett McMillan
Megan & Ryan Prunte
Mark & Sondra Fontenot
Kelly & Mike Kiley
George Swift & Kristine Tanaka
Raymond Barnhart
Rachael & Paul Rugg
Chad & Katie Rawlings
Taryn & Josh Amberson
Linsey & Bryan Lee
Megan & Dallas Gessel
Madison & Tyler Jones
Jailee Bishop
Maria Silva
Gabby & Daniel Hamparian
Grant Paulus
Alana Lindsay
Grace Hampton
Riley McCoy
Mallory Goddard
Brianna Schauer
Sean & Jenni Reichle
Helen & Adam Carvantes
Anna & Jared Thatcher
Leyda & Garrett Greenwood
Brandi Jones & Martin Ruben
Kelsey & Kevin Getman

Nadine & James Peacock
Kara & Tim Crane
Kristen & Kyle Johnson
Rene and Brad May
Corey Peterson
April Crichfield
Jeffrey & Kim Leshner
Maya George
Lisa & Brady Short
Katie Swanlund
Heather & Tod Gregg
Shantra & Jess Moore
Sarah Kelly
Maranda Poirier & Ryan Cote
Xuan Hoang
Luyi & Michael Jarzombek
Amber & Stephen Adika
Jeanie Bree
Brittany & Zachary Markwith
Callie & Kevin Crumpacker
Alissa Cavin
Jennifer & David Spencer
Nazy & Ben Fardi
Carl Tweeten
Ashley & Sam Salha
Mollie Monahan
Nikki Hemphill & Tyler Fisher
Ben Tweet
Brianna Biskey & David Allen
Katherine Sherman
Jennifer & Miles Winder
Nikki & Ryan Martin
Megan Connell
Shawna & Brad Roggenbach
Lisa Short
Brianna & Paul Harlan
Wendi & Bryant Hayes
Rosanna & Zachary Iwai
Grace Boseley
Jenna Brasch
Anne Shaffer & Jeffrey Tuma
Kristine & Dean Barker
Rebecca Roberts
Nichole & Vince Pullman
Lisa Lavin
Shannon & Mike Runion
Kathleen Handlan
Sunny Derouin
Adena & Jonathan Himmelstein
Nicole Hay & Adalberto Fonseca Arrebato
Erin & Christopher Duncan-Sambroski
Brendon Cleary & Ellen Cleary-Penninger

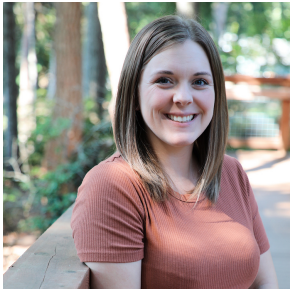
Brint & Jeanie Sagle
Brandon Barker
Faye Bulaon-Siek & Arthur Siek
Ann-Marie & Seth Leichsenring
Rachel Lezcano
Arlie Fleshman
Rachel Manahan
Ryan & Polly Dingee
Sarah & Dustin Baker
Lisa & Joe Derouin
Ashley Ross
Gail & Eric Pederson
Mel Megee
Cami Mayon
Mason Ward
Marggie and Jason Rodgers
Matthew & Pam Brigham
Owen Boseley
Nicole Faivre & Nicole Brandon
Jessica & Bill Leegard
Casey DeViese
Carrie Shirer
Deb Mason & Ryan Costa
Francesca Menini & Mark Scalzone
Laurel & Lewis Sandbeck
Ashley & Andrew Lysne
Harmony Scarlet
Katherine & Paul Rosarius
Jessica & Chris Geros-Holstein
Cheyenne & Seth Holland
Amanda & Josh Howton
Sandra Saeger
Susan & Mark Kurtz
Melisa & Eric Parish
Michaela Devine
Amanda Wills & James Trahon
Giovanna & Steve Franklin
Brandon & Merci Clinton
Emily Fidecaro
Denisse & Kevin Lamott
Cody & Keeley McCullah
Tova & Ian Williamson
Margaret & Jason Belanger
Aleah & Matthew DiCrescentis
Xavier & Cecilmarie Martinez-Lopez
Ryna Truong & Andrew Hinojosa
Casandra Gorell & Paul Prokopovich
Hana Abou Ouf & Mohamed Imam

Around Campus



Food Preparation

By Emily Fidecaro



One of the many unique aspects of a Montessori toddler classroom is food preparation. Learning how to prepare food is a critical life skill and it is so beneficial to the child. Children love being independent with their food, you as a parent can help promote this at home by letting your child use a plate, cup, and silverware at mealtimes, this can start as early as your child begins eating solid foods. While it may seem a bit daunting, find ways you can include your child when prepping dinner. Give them the opportunity to stir, mix, whisk, peel, measure, or slice.

This year in the classroom we have been able to reintroduce food prep into our curriculum and have been enjoying the occasional group snack and when possible we allow children to cut their own fruit or pour their water into a glass. Food prep activities encourage a child to feel a sense of belonging, it supports the development of their coordination and helps them learn to care for themselves. Some food prep activities you can try at home are spreading hummus or peanut butter on crackers/english muffins, baking bread or muffins, making guacamole, squeezing citrus, slicing cheese or bananas, and peeling fruit such as apples or oranges.

I know it can seem a bit overwhelming to give your child the responsibility of assisting you in the kitchen but give them the time, patience and the opportunity and they may just surprise you!

Here is an easy and delicious banana bread recipe you can try at home:

Ingredients:

- 2 to 3 very ripe bananas, peeled (about 1 1/4 to 1 1/2 cups mashed)
- 1/3 cup melted butter, unsalted or salted
- 1 teaspoon baking soda
- Pinch of salt
- 3/4 cup sugar
- 1 large egg, beaten
- 1 teaspoon vanilla extract
- 1 1/2 cups of all-purpose flour

Method:

1. Preheat the oven to 350°F and butter a 4x8-inch loaf pan.
2. In a mixing bowl, mash the ripe bananas with a fork until completely smooth. Stir the melted butter into the mashed bananas.
3. Mix in the baking soda and salt. Stir in the sugar, beaten egg, and vanilla extract. Mix in the flour.
4. Pour the batter into your prepared loaf pan. Bake for 50 minutes to 1 hour at 350°F, or until a toothpick inserted into the center comes out clean.
5. Remove from the oven and let cool in the pan for a few minutes, then remove the banana bread from the pan and let cool completely before serving. Slice and serve.



Transition to Junior High

Diving into Adolescence & The Third Plane of Development

Successful Swimming with Adolescence

By Grace Hampton



The process of learning how to swim can be used to illustrate the process of an adolescent experience, as they are learning how to become an adult. There are a lot of similarities between swim lessons and lessons in adulthood.

For instance, when observing a toddler swim class, you may notice a parent is physically with the toddler learning how to move in the water. When moving into the adolescent plane, the adult steps out of the pool and takes a step back. While the adult is still serving as a much needed support, they are now on the sidelines. Just as the new toddler swimmer needs an adult in the pool with them, adolescent parents are still very much involved and very needed in this plane of development, it just looks a little different.

*As an adult of a newly emerging adolescent,
your role is shifting.
While this can be uncomfortable,
you are not alone.*

In this plane of development, the adolescent is now swimming with their peers and they're looking to their peers to problem solve and to figure out life together. As teachers and guides in the Junior High Program, we are also in the pool with them so they're not alone. We know and recognize that it is hard for parents to step out of that water and step back into more of a supportive role.

Diving into adolescence can be compared to learning how to tread water - which can certainly be stressful. Many times swim instructors intentionally allow their students to go underwater for a short period of time. As a parent sitting on the sidelines, this may feel a little scary and intimidating, but it's normal to experience, what it feels like, to go underwater. In the HMS Junior High Program, we have a controlled environment. The stress that the adolescent experiences while learning to stay afloat is good for them.

The Third Plane of Development

The third plane of development is the period of adolescence, when the child begins to transition into finding themselves outside of the family unit. In the early years of this plane, between 12 - 15, the adolescent experience is much like the experiences of the first plane - they can be self-involved, they need adequate food and sleep to sustain rapid growth, and they need time to "just be."

It is not uncommon for learning and mental development to slow down during this time and for adolescents to spend more time on their own, with friends, and eating and sleeping. Likewise, social, emotional, and physical health are three huge pieces of development that are expected to take the front seat and adolescence development.

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Junior High is often a time for individuals to come to terms with their new identity as an adolescent and the world outside the family and school. For the first time, they no longer see themselves as sons or daughters, brothers or sisters, or students, but as individuals who must integrate all of their separate identities into one while moving into a larger community.

In this plane of development, adolescents are experiencing rapid, irregular physical growth, which requires a great deal of sleep. Additionally, emotional support and guidance on developing executive functioning skills are needed. During the period of development, individuals begin to seek economic independence, and are in a sensitive period for social justice, heroes and role models. The main task of the adolescent is to ask, "who am I?" and "What is my role in the community?"

Physical Growth

Adolescents are experiencing rapid, irregular physical growth, which is particularly intense during early adolescence. As such, academics typically take a backseat to other physical, emotional, and mental areas of growth at times.

When looking at cognitive development versus physical development, the two do not develop at the same rate. Despite the fact that a student may appear to be more physically developed and mature doesn't mean that they're cognitively or emotionally more developed, so the physicality of this developmental stage doesn't necessarily mean that they're at that same level of maturation emotionally. Additionally, adolescents are mentally and emotionally in a very fragile state during this time - It is important to be sensitive to that and to use words that will encourage and build them up during this time.

Sleep

It is crucial for adolescents to receive **eight to ten hours of sleep**. Research has shown that technology use before sleep by adolescents had negative consequences on nighttime sleep and on daytime function. It is likely that your teen may need to sleep in much more often than they have in the past. While this might be frustrating, and may feel as though they are being lazy, their bodies really need it. As the saying goes, "never wake a sleeping baby", the phrase applies again during adolescence. Never wake a sleeping teenager!

Economic Independence

This is an area where the Jr. High program shines, with opportunities to experience elements of economic independence in the community. Experiences that teens can practice alongside what we're doing in the micro-economy at school are developmentally supportive to this need.

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Social Justice, Heroes and Role Models

Although it may not always be apparent, parents and guardians are absolutely a role model to your adolescent. These are very important years to be aware and to strive to be a good role model for your teen - this is a positive way to teach them and they will likely follow your lead. This is especially true with showing your teen how to cope with stress in positive ways and to be resilient. This might mean being vulnerable and honest with your teen and sharing with them, "I am stressed right now and I feel overwhelmed, but these are the ways that I'm going to try to manage it..." Additionally, owning up honestly to the times when you don't manage stress well and talking through the experience. Providing the language and real life examples of times that frustration is released in an unhealthy way, is an invaluable skill to model.

Role of Self

A marked characteristic of this plane of development, is the intrinsic need to find their role. Adolescents are often asking, "who am I?" and "what is my role in this community?"

Maria Montessori said that above all, "it is the education of adolescence that is important because adolescence is the time when the child enters in the state of manhood and becomes a member of society they're finding their role, they're finding their place in community with others. Additionally, as it is well known, teens have a very strong connection to their peers, which also leaves them more susceptible to peer pressure.

Executive Functioning

While the academic parts of school are important to focus on, some of the soft skills that come from executive functioning, such as organization, time management, goal setting, task completion, and emotional regulation are often going to necessitate more support and attention than the academic content during these years.

We urge you to acknowledge this piece of growth and to celebrate accomplishments with them. If your teen gets something done when they said they're going to get it done, let's celebrate that!

Ways to Support

There are lots of ways that you can support your teen and the different aspects of their development, but there's also a lot that you can't do as a parent of an adolescent. For instance, you can't force him or her to be well behaved or make good choices. Just like with a toddler, you can't force a teen into obedience.

A lot of parenting for an adolescent and a toddler involves a kind of zen practice - breathing deeply, trusting that you've taught them well and **practicing letting go**. Remember that you've given your teen so much wisdom over these years and this is their chance to practice all of those lessons that you've given them, so you just have to let go and let them learn.

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Making family dinners a priority is a really great easy step just to maintain communication. Teens aren't going to open up to you unless they feel comfortable so just make sure that you kind of reserve your judgment and remain really open-minded with them, especially when they are talking and opening up to you. As your teen takes on more difficult tasks, whether that's at home or academically, rather than setting the bar yourself, support them to determine what they can handle. This can be a good opportunity to set the bar, and have them make goals for themselves. Then, if your teen comes up short or fails in any way, react supportively and encourage him or her to recover and try again! It's more important to praise your teens effort than the end result. We actually encourage failure in the Jr. High, which may seem out of the ordinary, but failure shows that they're working hard and pushing themselves. Effort is something that is to be celebrated, as your adolescent begins **to test the waters** and **to try new things. This is the best way to** experience problem solving skills and resiliency.

Communication

In Junior High, students and families are entering a period where we are communicated through a triangle system. As junior high teachers, we are now going to talk to your adolescent first, and we are going to hold them accountable for their work and respect that they are learning how to be adults. Our goal is to treat them like adults, which means our main avenue of communication will be, first and foremost, with them. Additionally, there's a communication piece that includes following-up with parents and guardians.

While it is important that adults are maintaining communication with adolescents about daily life, assignments, and problems that might come up, it is also important that adults are communicating with one another. Please don't hesitate to reach out to share helpful information. For instance, there are times that it is important to verify what adolescents are sharing about things that are communicated with them at school. There are, of course, times that things aren't communicated clearly or there's miscommunication. We recognize this, and know that it's important to keep everybody kind of in the loop. With this triangular communication system, we aim to support adolescents with becoming adults. We recognize that learning how to be an adult is learning to communicate, and so we make sure that your adolescent is the first person that we speak with and then, we follow up with adults. Trust and verify is a key in this communication triangle.

Around Campus



Board Corner

Hello, my name is Brandon Barker. I am an HMS alumnus now serving my second year as a trustee on the HMS Board. I currently work as a manager at RJL, a public accounting firm located here in Gig Harbor, Washington. I enjoy playing golf, hiking, paddle boarding, playing/watching sports, working out, and spending time with friends and family.

I moved to Gig Harbor when I was four years old and attended HMS for kindergarten through fifth grade. I moved on to complete the rest of my education at Harbor Ridge Middle School and Peninsula High School. I graduated from Peninsula High School in 2012 and later moved up to Bellingham, Washington a few months later to start college at Western Washington University (WWU). Fast forward four years later, I graduated from WWU with my bachelor's in accounting and minor in business administration. Fast forward to now, I'm currently in my fifth year working in public accounting, and fourth year as a certified public accountant (CPA).

I'm beyond grateful to have attended HMS. I knew the years I spent at HMS were critical to my development, but hard to articulate why exactly in writing. I'd say the secret sauce was the overall HMS environment. HMS puts emphasis on hands-on independent learning and provides an indescribable environment to enhance this. Everyone learns at their own pace, plans out their own day, and takes complete ownership in their own work.

Make it a great year!



Brandon Barker
Trustee

THANK
YOU

On behalf of the HMS Board of Trustees, I would like to thank each and every one of you for your support of this year's Annual Fund. All of you went above and beyond the goal of \$50000. It is incredible, amazing, and so so generous. Your giving will now be able to help the school fulfill needs as they see them. What a wonderful gift this truly is. We appreciate you!

As I mentioned last month, we will be hosting a "Meet & Greet" on November 15 at 5:00 with an invitation to also attend the open session of the November Board meeting at 5:30. The open session usually lasts around 30 minutes, with topics including a Montessori Moment and an admin report from Aimee. Feel free to stop by and say hi. Light snacks and beverages will be served.

Thank you as always for your participation and support of our fabulous school.

With gratitude,

Wendy, Brint, Nina, Faye,
Danielle, Brandon, Sarah, & Bill