

The Buzz of...



"Where Mind and Spirit Go Hand in Hand"

HMS

March 2011 Newsletter



*A school that
believes!*



Junior High students research for the Science Fair



Metal inset work

RENETTE WRITES

I joined the BHMS team in April of 2010 and don't know where the time has flown! There is a lot of truth in the expression "time flies when you're having fun" because that is exactly how I feel as I head into my one year tenure as School Director.

The past year can best be summarized as a year of transition. As incoming School Director my short term focus was to meet and engage the BHMS team and parent community, review programming, and assess overall operations. This work resulted in the following key initiatives:

- Re-introduction of enriched science to Sr. Elementary students
- Introduction of weekly enriched Music to Extended Day Casa students
- Introduction of new report card format and content to communicate student progress and curriculum more effectively to parents
- Enhanced communication with respect to student progress through the provision of two written reports in addition to scheduled parent teacher interviews
- Development of Financial Handbook and overall enrolment process

- Enhanced Parent Handbook
- Enhanced After School Enrichment Program
- Successful in Partnering with the City of Ottawa for Casa Summer Camps



We accomplished a lot in such little time – a testament to collaborative teamwork! While the successful implementation of these initiatives give me immense pleasure, words cannot begin to describe the joy I feel as I walk across the lobby or enter a classroom and witness happy and engaged students working and interacting with one another. As a Montessori School you often hear us speak of "The Prepared Environment" which fosters independence in students because it is student-centred, orderly and provides a framework of discipline. Equally important is the school environment consisting of students, parent community, and the BHMS team. Combined, they bring life, meaning, and spirit to everything we do. When I walk across the lobby and enter classrooms I witness so much more than students engaged in meaningful work, I witness caring and committed teachers, students and parents working together – I witness a Community making a difference! That's what makes coming to work fun.

CALENDAR

March 10

Elementary Swimming Ends

March 14 to 18

March Break - No school
School will be closed. No camps during this week

March 21 to 25

March Break Camps
March Break Camps. Separate registration.

March 28

Board Meeting
4:00 p.m. West Campus. Please notify the office if you plan to attend.

April 6

Junior Elementary Community Night
4:00 to 5:30 p.m.

April 13 & 14

"The King and I"
BHMS Musical Production
7:00 p.m.

April 21

Class Parent Committee Meeting
4:30 p.m.

April 22 & 25

Good Friday and Easter Monday
School Closed

April 27

Staff Appreciation Lunch



Quick Notes

Look for a **survey** in April aimed at eliciting information from our parents on their assessment of BHMS

A big **Thank You** to Dave Corbishley, for his continued support of our IT

Thank you Marie Bordeleau for co ordinating the auctions and managing the fundraising database.

Thank you to all who donated items and participated in our Silent Auctions.

To date \$4800 has been raised between both campuses!

Class Parents have been a great help this year in assisting our classroom Directors, particularly in distributing information to other parents. **Thank you!**

Thank you to all parents who help with 'goings out' and swimming.



Casa students listening to stories written by Junior High students

JUNIOR HIGH REFLECTIONS

by Julia T., Junior High student (ages 12 to 14 years)

The school year is almost over and already the Junior High community has done so many different activities. Together, we have gone camping, hiking, rock climbing, curling, skating, cross-country skiing and sledding. Doing all these different activities together has not only provided us with the opportunity to improve in many different fields, but has also made us stronger as a community.

We have also taken on the responsibility of planning and executing many of our school's activities like the Terry Fox Day and the Winter Fun Day. Although these events provide fun and adventure, a lot of preparation and planning goes into executing them. There are many deadlines to meet, but we always seem to be able to pull it off!



Students enjoyed the BHMS Winter Fun Day

The Junior High curriculum develops our academic skills alongside our community work. This was demonstrated at the Science Fair where we got to show off our scientific capabilities after four months of grueling research and experimenting. We also looked forward to showcasing our academics at the Poetry Café on Wednesday, March 9 in the Junior High classroom.

BEHIND THE CONCERTS

by Kati Auchinleck, Music Director (ages 5 to 14 years)

How do the students prepare for the concerts throughout the school year? The immediate response is usually – PRACTICE. Consistent practice is essential, of course. But there are two sides to music: applied skills and theory.

As parents, you are exposed to your child's applied musical skills every time that they practice. Whether you hear your child singing or playing an instrument, applied skills are easily observed on a daily basis. Theory skills, however, require closer observation.



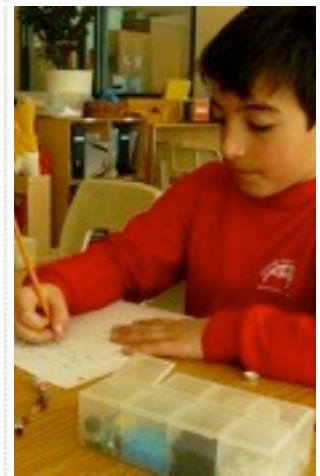
Using listening skills to write down rhythm and melody in elementary class

Without theory knowledge, applied music skills improve at a slower rate. This is why music classes consist of more than playing instruments and singing. In the BHMS music class, theory is a hands-on experience. Through physical movement and material manipulation, students learn numerous theoretical concepts which include rhythmic and melodic dictation, transposition, scale writing, interval recognition and many others.

The graphical language of music is the building block of musical creativity. The success of each performance is supported through this theoretical knowledge and don't forget the practice!!!!



Learning how to sew



Recording his math work

MONTESSORI AND KUMON/ STUDENT PERSPECTIVE

by Aurgho D., Senior Elementary student (ages 9 to 12 years)

Once upon a time, when I was in grade 5, a group of students were going to have a lesson on mixed fractions. I told my teacher, Mrs. Gomez, that I had learned it in Kumon, but she insisted that I have the lesson. So we all sat down and she taught us about mixed fractions. At the end of the lesson I was amazed at what I understood. In Kumon they just show us how to answer quickly, but using the Montessori materials I learned where the answers came from.

MONTESSORI AND KUMON

by Maria Gomez, Senior Elementary Director (ages 9 to 12 years)

A few years ago I called Aurgho for a lesson on mixed fractions. He didn't want to come because he felt he knew all about fractions from his Kumon classes. I convinced him to come and when I was done he said, "Oh... Nooooo I get it!" I asked what he meant and he explained to me that he knew how to find the answer but he didn't know the reason for the answer.

This is something I encounter often in the students who attend Kumon: they do drills that give them speed in math, but they don't know the reasoning behind it. In Montessori we give great importance to the process to show the students how to develop an analytical mind, and with the Montessori materials they learn how to think mathematically. The students learn how to find mathematical answers using a deductive method, rather than applying the tricks.

BHMS, IN THE COMMUNITY

by Linda Wrigley, Junior Elementary
Director (ages 6 to 9 years)

BHMS works with students to become global citizens. Elementary students shovel snow for our dear friends and neighbours, Phyllis and Peter Andrews.

"We really try to help children learn that life is not about receiving but about giving & making others happy. We are trying to establish a culture of service and a feeling of community support. The larger our city gets the more we need to help the children make connections and have a feeling of how their contributions are important... how they can make a difference."

Linda Wrigley



We raised \$3000!

RUNNING FOR TERRY

by Judith K. Junior High student (ages 12 to 14 years)

On October 12, 2010, Terry Fox Day, the students, staff and even some parents of BHMS ran for Terry Fox and for cancer research. Some of the Junior High students ran activity stands so that there was something to do while the runners took breaks. In the afternoon there was a dodge ball tournament of students vs. staff, and since we had raised more money than our goal, Mrs. Gamble dyed her hair pink, Ms. Pollon dyed her eyebrows pink and Mrs. Sasouni wore a mismatched full uniform.

This was the 30th anniversary of an event that started in 1980 when Terry Fox decided to run across Canada to raise awareness and money for cancer research.

Terry Fox was a young Canadian who was diagnosed with a rare type of bone cancer in his leg at the age of 18. He had to have his leg amputated and replaced by an artificial leg. For Terry, who had always been an active and competitive participant in many sports, this was quite a life-altering experience.

Gradually, Terry got used to his artificial leg, and after awhile he even ran a 27km race with it. Although he finished last, and it was a real effort for him, this race had given him an idea; he would run across Canada to raise money for cancer research. He wanted to raise one dollar from every Canadian.

On April 12, 1980, Terry Fox started this "Marathon of Hope" in St. John's, Newfoundland. He dipped his artificial leg into the waters of the Atlantic Ocean, planning to do the same on the other side of Canada in the Pacific Ocean. Then he started running.

Terry ran across Newfoundland, Nova Scotia, P.E.I., New Brunswick, Quebec and a large part of Ontario; however, in Thunder Bay, he stopped because of pains in his lungs. His friends drove him to the hospital, where the doctors found out that the cancer had moved from Terry's leg to his lungs.

Terry Fox died in Thunder Bay, Ontario, on June 28, 1981, surrounded by his friends and family. He was almost 23 years old. He could not complete his Marathon of Hope, but he wanted others to keep trying after he died.

Terry once said, "Even if I don't finish, we need others to continue. It's got to keep going without me."

Our school is one of many schools across Canada who are continuing Terry's work after he is gone. This year, we raised over \$3000 for the Terry Fox Foundation for cancer research. This money was mostly used in researching more advanced imaging technology for cancer diagnostics. Thanks to the money donated by the Terry Fox Foundation, including the money we raised, some types of cancer are now easier to prevent or detect early using the new technology.

Researchers are still searching for a cure for cancer, but many of Terry's dreams have been realized. By the end of his Marathon of Hope he had raised more than one dollar per Canadian. Since his death, the Terry Fox Foundation has raised more than \$500 million for cancer research. There have been many advances in treatments of cancer that would not have been possible if it were not for Terry.

EUREKA MOMENT!

by Aindrea Proudfoot, Junior Elementary Director (ages 6 to 9 years)

Sitting with the first year students, I write the lesson name on the board: verbs.

"But Ms. Proudfoot, we already have looked at verbs, they are actions," pipes up a first year who has been working with the grammar material.

"Yes, but when do they happen?" A lengthy discussion occurs centering on the idea that verbs happen in the past, the present, and the future. We do a movement activity, allowing the students to experience the language of the lesson.

As we wrap up the lesson, we discuss what kind of follow-up work we can do; I have only thought of repeating the movements with the language. One student chimes in, "We could print clocks, add different times to show past, present, future, and draw an action beneath them". Brilliant! An idea is born that brings together material from a different area.



Using the verb 'to sit'.

The first year students produce beautiful work that represents the idea for verb tenses: to float, to fence, to sprint, to skip. What work will they come up with next that demonstrates their understanding?



Students manipulated the shaving cream in their bag to produce their new colour during the Science workshop.



Casa French lessons in small groups.

CASA SCIENCE WORKSHOP

by Anna Watt, Casa Director (ages 3 to 6 years)

The Casa first and second year students had a wonderful time during a Little Ray's Science workshop recently. This workshop gave them the chance to explore the science of mixing primary colours.

Their session began with a display of the mixing of the primary colours; red, yellow and blue. Through the exhibition they were able to see the resulting secondary colours. Many students were able to respond to the exhibitor's questions due to their previous experiences with colour work in the classroom.

The hands-on segment began with each student being given a bag of shaving cream and the opportunity to select the

two colours they would like to mix in their bag. This was an exciting time for them as they manipulated the shaving cream in their bag to produce their new colour. They enjoyed observing the colours their friends created as well. The best part for them however was being able to mix colours with icing sugar to create a topping for cookies they were given. It was interesting to observe their intense concentration and fine motor skills as well as their total enjoyment in spreading their icing on their cookies.

This workshop supports the Colour Boxes the students work with in the Sensorial area of the class.

HOW CASA FRENCH PREPARES STUDENTS FOR ELEMENTARY

by Julia Veary, Casa French Director (ages 3 to 6 years)

The Casa French curriculum is vast. It encompasses a seemingly endless variety of subjects, leaning heavily on those most pertinent to the child and his/her environment and experiences. It is of utmost importance that subject matter be meaningful and relevant to the child to ensure interest and enthusiasm which ultimately leads to success. The main goal is for students to acquire a solid base vocabulary in the selected areas, focusing on oral communication through conversation, song, poetry, books and various games and activities.

The topics covered range from basics such as colours, numbers, the calendar, the seasons and weather, to topics such as the solar system, holidays and events, and much, much more!

Students are able to communicate orally through the addition of different parts of speech, and are encouraged to construct short sentences to tell stories and ask and answer questions.

The confidence obtained during the oral acquisition of the language lends itself to the next step which takes place at the elementary level. Students are then ready to continue their language attainment not only orally but through reading and writing.

It is amazing to watch children begin at a young age with little or no knowledge of a language and witness their confidence grow as they take the necessary steps to succeed.

I had a student ask me one day what my job was. As I thought about my answer, I amazed myself at how lucky I was that my 'job' consisted of having the privilege of spending time with these wonderful young people and guiding them in their business of growing and learning.



Practicing care of self



Elementary gym class

TODDLER COMMUNITY

by Janis Anderson, Toddler Director

(ages 18 months to 3 years)

Winter is peaceful in the Toddler Community. Deep peacefulness is a result of the confidence and concentration of the children. Engaging in work, their concentration deepens. As they fully participate in their personal care and responsibilities, their confidence grows. Confidence and concentration occur throughout the curriculum. Here are examples.

Practical Life: A child new to the community, after weeks of incremental progress, is able to remove his snow boots independently. He puts them away and starts to open his snowsuit zippers, self directed.

Social Development: A child asks an adult for help with materials at her table. Later she guides a younger, less experienced child to pick up materials fallen from his table.

Fine and Large Motor Control: A child threads a piece of embroidery thread through the eye of a metal needle, then makes stitches with the sewing exercise. Later in the gym, another child wants to join a circle dance. He finds the hands of two children and arranges his body so that they all face into the circle.

Sensorial: Two children use bubble-filled sponges to wash placemats. When the placemats are rinsed they use dry cloths to wipe them, and hang the damp cloths on the clothes line to dry.

Language and Communication: A child stops crying and responds with body language to questioned and comforted by another child and adult. Another child speaks in complete sentences sharing his ideas and observations.

POST-TRAUMATIC GYM DISORDER

by Laura Pollon, Physical Education Director

(ages 3 to 12 years)

Summer is around the corner and it is not too soon to think about how to manage your child's withdrawal from gym activities and to consider strategies to facilitate their return to school...be it on any given Monday morning or next September.

First of all, it's important to recognize the signs of a serious condition: post-traumatic gym disorder.

- Chases random round objects around the house and/or bounces apples in the kitchen
- Launches into a sprint at the sound of the tea kettle whistle

- Stacks furniture in bedroom and climbs
- Paints a red circle in the middle of your living room
- Reads the "push" sign on entry doors to the mall...drops and gives you ten
- Lines up alphabetically to use the bathroom
- Before each meal runs clockwise, then counter-clockwise around the table
- Yells "Laura" in her/his sleep

If you recognize any of these symptoms in your child, please consult a professional physical education teacher immediately.



JUNIOR HIGH SCIENCE FAIR

by Rupa Rawat, Science Director

Every year our young scientists wait for this exciting opportunity to work independently on their science projects. This highly educative and stimulating event reflects the level of our students' knowledge of science through their ever improving and award winning performance in school and regional/national science fairs each year. This year we have ten winning projects who have also qualified to participate in the Regional Science Fair.

1ST PLACE

What Soap Do You Use?

by: Gaurav Jain

2ND PLACE

Composting

by: Hannah Starzynski,

Rachel Hennings

Zap the Zit!

by Srijan Walia

3RD PLACE

Don't Slip!

by: Adam Jackson

Collective Intelligence

by: Aurgho Datta

4TH PLACE

Green Room

by: Nico Werschler

Spicy Rinse

by: Judith Kecskemeti

HONORABLE MENTION

The Never-Ending Image

by: Iain Sherriff-Scott

Do You See the Vitamin C?

by: Anisa Soucy

iMultitask

by: Bryan Cheng

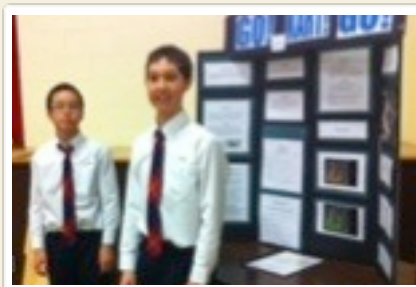
The winners will be working harder to improve their projects and present to the Ottawa Regional Science Fair on April 2, 2011 at Carleton University. Please check the website to avail the opportunity of visiting this event with your children. www.orsf.ca



Student present their projects at the 2011 Science Fair



Student presentation to visitors



Student presentation to visitors

LIFE LONG TOOLS

by Nancy deKemp, Catechist (ages 9 to 14 years)

Our Good Shepherd Atriums are retreat-like places for students to learn about God and to develop their relationship with Him.

In this special place, the students have an opportunity to ponder God, to pray and to write prayers to Him. The students' prayers can be simple but are quite profound. Sometimes students show a simple faith, growing in awareness of God's presence. At other times, students show that they are leaning on Him and turning to Him with their worries and concerns.

As a Christian school, BHMS gives students the opportunity to spend time in the Atrium to learn about God and to develop a relationship with God. This relationship is a life long tool that will help them through the ups and downs in life. The students come to see that God will always be at their side.

Samples of prayers that the students have

recently written to God:

- "God is always with me"
- "Dear God, can you help me not be scared of a burgler?"
- "Whenever I think about God, it feels like everything's OK"
- "Dear God, please help the nice homeless person near my Mom's work that has a missing leg and his dog"
- "God please help me with my math"
- "I feel God is present to me in the things and people who I love. Mostly in my parents and in music"
- "Dear God, you are light"
- "Dear God, will you help me be more kind to my enemies? Will you also help my enemies be more nice to me?"
- "Prayer is good for the soul and for realizing your place on earth"
- "Dear God, I am nervous about going to University"
- "Prayer is a time for you to talk with your heart, not your mind"



HELP LESOTHO

by Linda Wrigley, Help Lesotho Coordinator

Since 2009 we have raised \$9300!

THE COUNTRY, THE PEOPLE AND THE SCHOOLS

“Lesotho is located in southeastern part of Africa. Its elevation is the third highest in the world, and its lowest point is higher than that of any other country. Surprisingly, Lesotho is very cold in the winter with temperatures reaching negative five to ten degrees Celsius. Since most buildings lack insulation, there are few ways to stay warm in Lesotho winters.

Lesotho is one of the poorest countries in the world, completely surrounded by South Africa, with the 3rd highest rate of HIV/AIDS on earth. Approximately 30% of children are orphaned and life expectancy is less than 40 – half of that of countries in the developed world. Over 60% of the population is under 24 years of age. In the schools Help Lesotho works with the percentage of orphans ranging from 25%-60%, with almost all children vulnerable by due to poverty and familial devastation from HIV/AIDS.

Lesotho has an unusually homogeneous population of 98% Basotho people, of whom 80% are Christian. As a result, it does not have the racial and ethnic conflicts that draw media attention, but its combination of HIV/AIDS and poverty make it one of the neediest locations on earth.

Primary schooling up to Standard 7 (grade 7) has been free in Lesotho since 2000. It was only in May 2010 that attendance at primary school was made

compulsory. High school fees are prohibitive. Children throughout wear uniforms however tattered. The lack of resources to maintain the infrastructure leaves poorer school classrooms often dilapidated with caved-in roofs, broken windows, no heat and no desks. Teachers are ill-equipped and have crowded classrooms that often contain more than 100 students without desks, books, pencils or paper in the poorer schools in which Help Lesotho works.” (from Help Lesotho website)

HISTORY BEHIND BHMS AND HELP LESOTHO’S PARTNERSHIP

Help Lesotho, a non-governmental charitable organization, was founded in 2004. It is based out of Ottawa and is a Canadian and Basotho partnership. Its primary objective is to improve education and prevent HIV/AIDS in the country of Lesotho. In the same year of its founding, Bishop Hamilton Montessori School was introduced to this project by a family who attended our East campus: The Oslers. Grace was a student at our East campus for Casa and Elementary. It was at this time that Bishop Hamilton Montessori School signed on to Help Lesotho’s Twin Schools Programme. Seven years have elapsed and we have maintained a strong relationship with Mahlekefane Primary School. Many other schools across Canada have joined the Twin Schools Programme.

BHMS INVOLVEMENT

Our students in Elementary and Junior High have established a strong pen pal relationship with our twinned school: Mahlekefane Primary School. Each year we send and receive one or two correspondences from the students at Mahlekefane P.S. We have also had yearly fundraisers, that have raised \$9,300 since 2009. These funds have helped build new buildings to house the students from grades 1 - 7. When we were first twinned with Mahlekefane P.S. they only had one building to accommodate the 7 grades. Our fundraising has helped provide paint, chalkboards, desks, bookshelves, school uniforms and a teacher’s residence. In 2006 M.P.S.’s principal & grade 6 teacher, Mai-Lin Tsou, died suddenly in a traffic accident. Her loss was greatly felt throughout the school. We sent our condolences to the students and teachers. Last year we were graced with a visit from the King of Lesotho, King Letsie III. King Letsie III spoke to an audience of students and adults during his visit. He expressed his gratitude for all our help. We had 6 students from BHMS who attended this special event. These students had a chance to meet, speak with, and shake hands with the King. Regan, a West campus elementary student, was one of the attendees. She has shown great passion for this cause and has been a driving force for many of our fundraisers.