



# Nightingale Notes

February 2025

## March

### Promise Club Theme: Say Something

4-6 Falcon Trip to Glen Helen

7 **End of Q3**

### Bookmobile

Upward Bound presentation—Falcons & Wings

12 Eagle Wax Museum

13-17 **NO SCHOOL, Professional Development Days**

20 Owl Production of The Wizard of Oz

21 **Bookmobile**

24-28 **NO SCHOOL, Spring Break**

## Winter Wonderland



## Neidhart Visit



Jared shares our sustainability practices with Mr. Neidhart.



Mr. and Mrs. Neidhart tour the wood working shop and observe students making glass jewelry.

We were delighted to see retired educators, John Neidhart and his wife Marshall visit Nightingale Montessori after seeing our impressive sign at the south entrance. They had been driving by for the past eight years wondering what was going on with so much energetic activity increasingly in evidence. Mr. Neidhart marveled at how the Montessori school he taught in four decades ago had blossomed. John, an extremely upbeat and innovative person, had been on the first elementary teacher team in 1981. He seemed very pleased to see what he helped set in motion was still thriving with creative solutions to a meaningful education.

John appreciated Jared's leadership for sustainable world practices to include natural regeneration which balances restoration of plants that keep biomass high enough to sequester carbon. To that end, the current invasive species of honeysuckle and buckthorn are being cut down by students and replaced by Oak saplings which will renew our dying Oak woods. He is overseeing food producing plants that are cooperative models as better than competitive ones. Prairie plants for bird feeders and caterpillars are being sewn. When John asked Jared how he "got" so many students to be enthusiastically moving top filled wheelbarrows at fast pace past our expansive view of the outdoors, Jared replied "I enjoy sharing the opportunity with them."

In contrast to his early Board directors (pictured with John) he still seemed so rugged and youthful. In addition he was very appreciative of our independent approach to school life that he was invited back to take up some of the creative leadership he began decades ago! However, his frequent holidays in Aruba seem to be a strong competitor to the comparative retirements of founders Nancy and Sheila. For them, and for the numerous veteran staff, NM continues to envision educational reforms to be the most joyful and consequential challenge possible for those possessing enterprising human ingenuity. John definitely wants to stay in contact!



Mr. Neidhart observes Wing students building bookshelves for Sam Great Hall.



Miss Nancy, John Neidhart, and Miss Sheila.

Connect with your child through  
their outdoor projects and learning

# VOLUNTEER

## March

- 3 - Prepping
- 10 - Building

## April

- 7 - Potting
- 14 - Nursery
- 28 - Market

## May

- 5 - Planting
- 12 - Labeling
- 19 - Sharing

*Mondays from 4 - 5 families meet  
and plan together at NM north entrance. There are  
many important jobs that any of us can contribute too.*



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Welcome to the "OWLS"  
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**NIGHTINGALE MONTESSORI**  
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Welcome to the "FALCONS"  
Ages 12 to 14




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*Thank You*

Thank You to Shonda Lindeman, Vice President Business Equipment Company and advisory member of NM Board for printing 800 brochures ready for our staff and families to distribute to their favorite places of commerce.



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Welcome to the "WINGS"  
Secondary II  
(Ages 14 +)




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Welcome to the "HUMMINGBIRDS"  
18 Months to 3 Years




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Welcome to the "CHICKADEES"  
Ages 3 to 6




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Welcome to the "EAGLES"  
Ages 6 to 9




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Blake, Stephanie & Lola



Maria & Jayne



Noah C & Noah L



Jared & Ben



Kyle Taylor & Andrew



Maria, Aliya & Tasha

Twinning at NM School



Chloe makes grilled cheese for health.



Clifton helps with lunch.



Happy Hummingbird breakfast.

# Gourmet Grub



Noah makes grilled cheese for health.



Pax helps with the dish line.



Falcons mentor chicks.



Ali enjoys stirring the batter.



Annie & Carl



Wings serve Chicks lunch.



Nola enjoys lunch.

## Early Math Skills

*"Great creations come from the mathematical mind, so we must always consider all that is mathematical as a means of mental development. It is certain that mathematics organize the abstract path of the mind, so we must offer it at an early age, in a clear and very accessible manner, as a stimulus to the child whose mind is yet to be organized." - Maria Montessori*

**Dr. Montessori** believed that all humans are born with mathematical minds. Over a century ago, she recognized that if mathematical learning isn't part of the child's early experience, this part of the mind will go undeveloped. Scientific research and developments support **Maria Montessori's** early beliefs by teaching us that during the first three years of life, a child's brain grows rapidly, forming billions of connections between neurons. A lack of early learning and development will make it much more difficult for the child to learn math skills later in life. It is very important to stimulate and develop the "mathematical mind" of the child as early as possible.

Since children have a natural desire to create order in a world that seems largely out of their control, they are intrinsically drawn to activities involving matching and sorting. These types of work help the **Hummingbirds** to find order in the world around them. Understanding that things are alike and different, as well as that things can belong and be organized into certain groups helps the child to understand their place in the world. Matching and sorting work is important for numerical concepts, and it will help them with grouping numbers and sets when they're older. This type of thinking starts our **Hummingbirds** on the path of applying logical thinking to objects, mathematical concepts, and everyday life.



Auggie sorts 3 events by sequence.



Germaine Jr. sorts the stacking stones.

# Hummingbird News



Henry matches shapes to outlines.



Brayzen transfers water by scooping and pouring.



Nola exerts effort to squeeze water from a sponge.



Lucy washes and rinses cups.



Maggie turns the pages in a book.



Anastasia reaches out to grasp an object.



Calvin assembles a puzzle.



GeVaya matches colors.

The innate trait of the **absorbent mind** is always working in the background as the children unconsciously absorb the cultural expectations and values of the communities they spend time in. The **Chickadee** class has spent the month of February reading books about friendship and kindness. We practice using skills of thinking of others, using our words, and being helpful to one another inside during lessons and outside in the yard. The children also had the opportunity to work with Eagle students to make paper. The paper was then used to make homemade valentines.



Annie, Nora, Maverick, & Beckham work on a volcano project.



Simone and Gintey



Eagle, Skye visits the Chickadee class to help teach Merm to make paper.

# Chickadee News



Nora and Aubri with Eve



Mekhi and Santi

## Teaching Sustainability

Using only what is necessary and “not wasting” are everyday opportunities for Eagles to establish an attitude of collaboration and trust.

Everyday habits which foster a basic awareness of our interdependency are supported by our use of cloth hand towels in all bathrooms and daily washing, drying, and folding .

In addition to this constant laundry reminder of our pledge to sustainable living, another chief means of acknowledging our impact and responsibility for the planet we share with millions of others is our attention to how we pack our lunches. Reusable containers are perhaps not as convenient, but we do want you to begin considering alternatives to individual packaging, both in cost to your budget and in impact to our planet. We are beginning a concentrated effort to educate your children in as many facets of lunch selections as possible. Montessorians hold stewardship of our universe as a high value.



Willow and Skye feel at home at school.



Catered lunch.



Cambria and Aubree move branches for our new compost bin.



Sustainable, healthy packed lunch.



Sustainable packed lunch—at least three food groups!

*Wizard of Oz* is coming so hold onto your hats or you'll get swept up to Oz too! Ms. Heidi is directing **The Wizard of Oz** and we appreciate her taking on this big task. Her leadership and the undertaking of this production is supported by many. Our Owl team has a tremendous amount of support from our Falcon and Wing teams for props, scenery, tech and staging needs.

Students have their scripts and are mastering their parts. The play will be on **March 20th**. We are so excited to have you join us.

NM is working on our stage construction and we have enhanced our sound system. Great things are happening!



Ms Heidi directs Owl students.



Ka'Myiah, Evan, Myron, Astro, and Caroline.

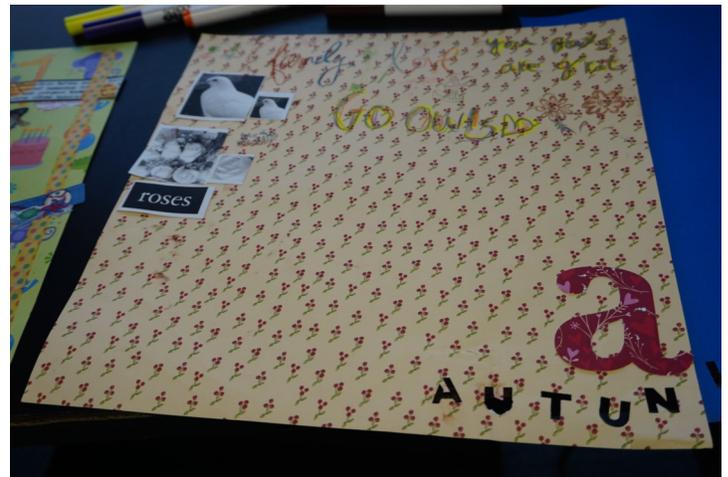


Astro and Caroline.

## Valentine's Day

Valentine's Day was a blast! Many Owls chose to make nice Valentine cards. As a class, we decorated our own place card for a way to express our appreciation for our classmates. Students had an opportunity to sign and write compliments on the place cards of classmates.

Students also worked on the project About Me cards. These cards will be for our pen pals at a senior citizen home. Students will be writing 2 letters per month to a senior citizen and our About Me cards are how we are introducing ourselves to be paired with a person who might share some of the same interests.



January's theme for Promise Club was **Encourage Changemakers**, so the Owls wrote thank you notes for teachers in recognition of support, help and dedication to our school and our learning journeys. We received a thank you card from the Falcons for the holiday lunch the Owls cooked and served.

February's theme for the promise club is **Empathize & Include**. Students chose to make friendship bracelets for each other.

The Falcons have ventured over to Mr. Marty's shop where they are creating! Mr. Marty specializes in project development for the Wing's micro-business program. For our Falcons, this looks like woodworking, glass art, bike rebuilding, bike repairs, jewelry making, and more. This enrichment opportunity has fostered planning, problem-solving, and leadership, while also focusing on collaboration, time management and risk assessment. Thank you Mr. Marty for making space for the Falcons and giving them a taste of what life is like in the Wing program.

We asked a couple of students what they thought about Mr. Marty's class and here is what they had to say:

"Ten out of ten!" -Damarion

"It was really nice but too loud. I really enjoyed working there." -Anna



Falcons enjoyed celebrating each other on Valentine's Day.



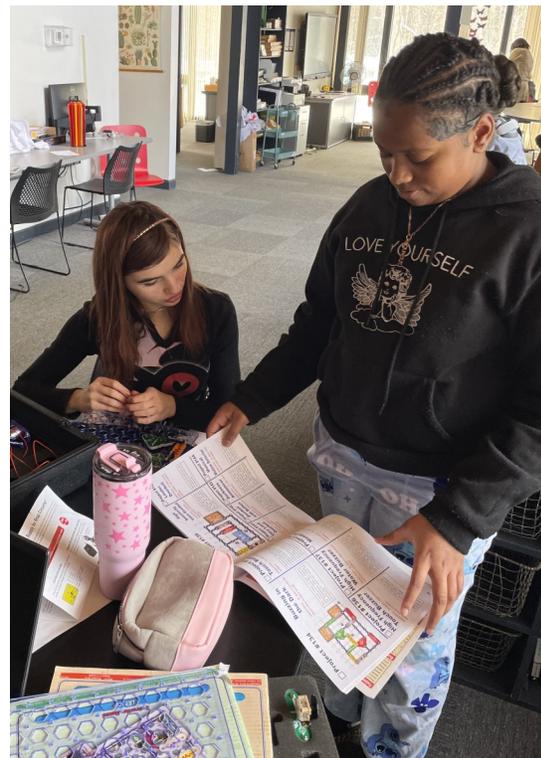
Damarion helps Serenity navigate the ice rink.



Damarion's Micro Business project turned out great!



Noah speaks French to "order" his party foods!



Anna and Za'Ryiah work on a STEM lab project.

## Asking Someone Their Name in French

1- Comment tu t' appelles? ( Casual)

Koh - mahn too tah- pel

2- Comment vous appelez - vous? ( Formal)

Kuh - mahn vooz ah - playz- voo

Both translate to: " What is your name?"

" Tu" is an informal singular pronoun, while " Vous" is formal and / or plural.

When speaking to more than one person, you should always use " Vous".

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Ms. Saona posing with flowers that Ms. Jayne's mother donated to Ski Club.



Ben and Jace in the chicken coop.



Pizza party on the last day of Ski Club.



Damarion, Shannin, Ma'Kaylen and Ali.



Last night of Ski Club.

## A Student's Opinion on AI

Wing student, Robert Carson, has taken advantage of our policy to include students collaboratively in our decision-making process by choosing to weigh in on an issue many Montessori schools are now struggling with: AI. The following writing is his appeal for administration as we move forward in the development of our policy.

I would like to begin this by prefacing my opinion on AI: *I think that it is crucial that at all levels of education that Generative AI is not used.* It holds back the creativity of both teachers and students while also managing to be unable to give accurate or true information. AI functionally is a predictive text generator and can't connect concepts or ideas together on its own because it does not have the ability to think like how people do. Here are a few examples of why AI fails to fulfill a meaningful benefit to the classroom:

- AI reduces critical thinking skills and cognitive abilities in workers. (Maiberg)
- AI functions only to predict text based on only what it has been fed. It can't find new information on its own and doesn't have the ability to reason if said knowledge is true.
- It is impossible for AI to use human logic or reason and can, in no way, be compared to human intelligence. It is limited in what it can say down to the words it uses, and only repeats information it has heard previously.
- Asking ChatGPT a question uses 2.9 Watt-Hours for every question, while Google only uses 0.3 Watt-Hours. (Ritchie)
- Data Centers used by AI evaporate from 0.26 to 2.4 gallons of water per Kilowatt-Hour, which if we use the last statistic, it will use an average of 0.0039 gallons of water per question. (Privette)

I wholeheartedly believe that AI will not give a net-positive benefit to schools and will majorly inhibit how creative and smart students and teachers can be. It is inherently un-Montessori to take from the development of youth and to rely on tools that regurgitate information in a way that I believe will mold people to be the same. I believe that before any meaningful policy is written on this subject that you at least talk to a professional or someone who works in the field to give you information on it.

### Works Cited

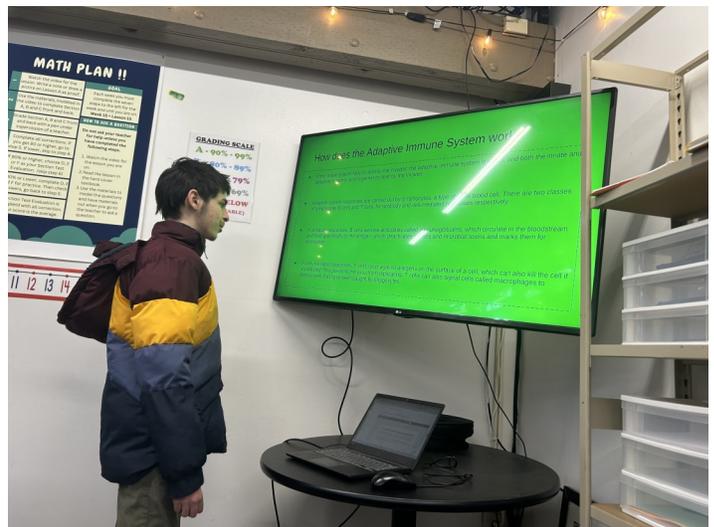
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Wings paint a mural in the classroom: "From Space to Sea."



Jeremy presents his work on the Immune system in Health class.



Chino works on model dinosaur.



Noah at Buck Creek State Park on a winter hike



Wing Sustainability team--Aidan, Zane, Noah, Wyatt, Robert



Chino work on model dinosaur

### **Sustainability Audit at Nightingale**

In an effort to further reduce waste and ensure we are using resources wisely, Wing students are participating in a sustainability audit of our school. This audit will include monitoring how much trash is produced, how we are using land, and discovering the true cost of the food that we purchase. Each category will include an analysis of our current situation, an expression of our values based on best practices, and actionable steps to get to where we want to be. Having quantifiable goals allows us to objectively measure success. For example, if we say we need to fill the dumpster once every two weeks instead of once a week, we are able to measure if we accomplish our goal or not. As words like “sustainability” and “green” become buzzwords, it is crucial we stay in touch with what the actual goals are and are doing our best to live them at Nightingale.