



PCM News

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Fall 2010

7th Annual Andrew Owen Memorial Golf Tournament



Thank you to all who supported this year's Andrew Owen Tournament. The golfers enjoyed the challenging course at The Tribute and the beautiful weather.

Thank you to our hole sponsors for graciously responding to our call for support. We are most grateful for your generosity in helping us to build dreams.

Please patronize the businesses who supported our cause.

MCG Construction
 The Burden Family
 Williams & Sivie, DDS
 The Dendinger Family
 The Halbeisen Family
 The Patel Family
 Creekview Orthodontics, Dr. Jay Ghosh
 The Novak Family
 Dr. Jason Montgomery
 Dr. Jeffrey and Elizabeth Jaynes
 Grand Texas Homes, Inc.

Congratulations to our winners:

First Place Team:



Second Place Team:



Third Place Team:



Last Place Team:



Youngest participant: Cameron Burden



International Day of Peace

The International Day of Peace, also known as the World Peace Day, occurs annually on September 21st. It is dedicated to peace, or specifically the absence of war. It is observed by many nations, political groups, military groups, and peoples. The first year this holiday was celebrated was 1981. To inaugurate the day, the

"Peace Bell" is rung at UN Headquarters. The bell is cast from coins donated by children from all continents. It was given as a gift by the Diet of Japan and is referred to as "a reminder of the human cost of war." The inscription on its side reads: "Long live absolute world peace."

The International Day of Peace, observed each year on September 21st, is a global call for ceasefire and non-violence. This year, Secretary-General Ban Ki-moon is calling on young people around the world to take a stand for peace under the theme, *Youth*



We joined other Montessori Schools from around the world to sing for peace on the United Nation's International Day of Peace. From New Zealand to Hawaii, with other 80,000 children in 35 countries

“Youth, peace and development are closely interlinked: Peace enables development, which is critical in providing opportunities for young people, particularly those in countries emerging from conflict. Healthy, educated youth are in turn crucial to sustainable development and peace.”

International Day of Peace, cont.

theme, *Youth for Peace and Development*.

The United Nations is looking for stories from young people around the world who are working for peace. The campaign slogan this year is *Peace=Future, The math is easy.* This year, the International Day of Peace (IDP) falls within the same time period as a major summit on the Millennium Development Goals, aimed at slashing poverty, hunger, disease, and maternal and child death by 2015. The Summit brings world leaders together at the United Nations in New York from September 20 - 22.

In addition, the UN General Assembly has proclaimed 2010 as *International Year of Youth: Dialogue and Mutual Understanding*. A campaign to be launched by the UN Department of Economic and Social Affairs (DESA) on August 12th will promote the ideals of respect for human rights and solidarity across generations, cultures, religions, and civilizations. Those are key elements that reinforce the foundations of a sustainable peace.

Youth, peace and development

are closely interlinked: Peace enables development, which is critical in providing opportunities for young people, particularly those in countries emerging from conflict. Healthy, educated youth are in turn crucial to sustainable development and peace. Peace, stability and security are essential to achieving the Millennium Development Goals, aimed at slashing poverty, hunger, disease, and maternal and child death by 2015. The Secretary-General has recognized the incredible potential of youth which must be tapped to ensure these goals are met in their lifetimes. Each year, the Secretary-General, his Messengers of Peace, the entire UN system and many individuals, groups and organizations around the world use the Day of Peace to engage in activities that contribute to ceasefires, end conflict, bridge cultural divides and create tolerance.

On June 13, 2010, Secretary-General Ban Ki-moon launched the 100-day countdown to the International Day of Peace, calling on young people around

the world to submit their stories via social media, detailing what they do for peace.

They can be found at <http://www.un.org/en/events/peaceday/2010/> under “Stories.”

The International Day of Peace was established in 1981 by resolution 36/67 of the United Nations General Assembly to coincide with its opening session, which was held annually on the third Tuesday of September. The first Peace Day was observed in September 1982. In 2001, the General Assembly, by unanimous vote, adopted resolution 55/282, which was established as an annual day of non-violence and cease-fire. The UN invites all nations and people to honor a cessation of hostilities during the day and to otherwise commemorate the day through education and public awareness on issues related to peace.

Words from a Pebblecreek Graduate...Nivedina Sarma



WOW! Only a few months ago, I graduated from 6th grade at Pebblecreek. Today, I am a 7th grade student at The Westwood School in Dallas.

Westwood is an International Baccalaureate World School. Following an IB curriculum is hard work, and I have to say that Pebblecreek prepared me very well to face the academic challenges that it presents. In math, I have been placed in the advanced 8th grade class, becoming the first 7th grader from Westwood to start Algebra I.

Pebblecreek Montessori provides a strong sense of community. We are like one big family. This sense of togetherness showed me how a place can feel like a “second home.” My education at Pebblecreek taught me to become an honest member of society on whom teachers and peers can rely.

Many people think that it is best to start middle school in 6th grade, so that making friends in a new environment will be easier. I joined Westwood in 7th grade, and alt-

hough my fellow classmates are a group that has been together since they were two years old, I fit into their community like the missing piece of the puzzle. I would like to thank Pebblecreek for all that it has taught me from the ages of 4 to 12. I know, that although, I have made many friends at Westwood, it will never feel the same as Pebblecreek.

Teacher Highlight

I still remember walking into a Montessori school at 2 ½ years old. I remember doing the pink tower and watching in awe as my older peers did the number rods, wondering when it would be my turn. Montessori is not just in my memory it is who I am. Born in Colombo, Sri Lanka, I came to the United States not wanting to be a Montessori guide but wanting to conquer corporate America and live the American dream. After an American degree and career success as a computer consultant, I became a mother. My children inspired a personal quest for a holistic education and a holistic life. The answer was simple. It was Montessori.

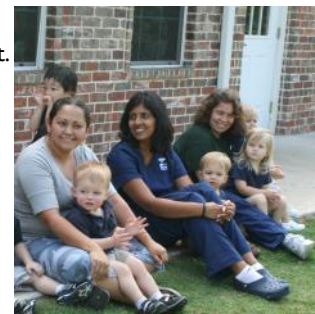
Coming to Pebblecreek and the opportunity to be its Infant-Toddler Coordinator is hum-

bling. My work has begun with the conversion of the infant room into a Montessori Nido. The Nido, which is Italian for nest, hopes to extend the infant experience from providing for the infants' physical needs, to providing for their psychological, emotional and developmental needs. The Montessori concept that "the infant is the creator of the adult" has been recognized throughout the infant environment with infant size "real furniture" including small tables, chairs, and shelving. The infants' innate desire for movement is encouraged through the lack of commercial baby equipment, that strap or over-stimulates, to the introduction of movement areas, mirrors, bars, and Montessori materials. Infants will be exposed to language, both oral and musical, and receive les-

sons in vocabulary building.

My next task is the role of a guide for the 1 year old toddler transition class this year. Here, I plan to expand the curriculum that prepares the 1 year old to transition into the toddler classroom. As coordinator this year I plan to connect with the staff, children, and parents of the infant and toddler communities, evaluate programs, establish and improve processes, and work on staff development. I look forward to a busy, rewarding, and exciting year.

- Kavita Dassanayake



Elementary Field Trip

Wednesday, October 6th both lower and upper elementary students visited the Meadows Museum on the campus of Southern Methodist University. All of the students had been preparing to go by previewing and discussing art works from the large comprehensive collection of Spanish art that would be available at SMU. The students enjoyed being able to pronounce the artist's names using their language experience with Mrs. Wilcox. In fact, the students were so well prepared, the docents at the museum commented on how well the children related to the art work. Not only were the students able to see these wonderful pieces of painted art by some of the most renowned painters, they also were able to

see large modern sculptures by so many of the great sculptors of our time. That was only the beginning of their day of fun. The students were able to observe college students going about their schedules on campus as we walked to the Fine Arts building. We had lunch while we watched a dance performance by the students of SMU. This was a favorite part of the day for many. After lunch we toured the Theater Department. We stood on a large presidium stage searching for trap doors, listened to the sound man as he created thunderstorms in a black box theater, learned how the set department makes the sets in the Greer Garson Theater, a smaller replica of the famous Globe

Theater in England, and went through the costume room. This was truly a fine arts trip that let the students experience all of the aspects of art, music, dance and drama.





Program Highlights

Pebblecreek is offering a soccer instructional class for children ages 18 months to age 3. The class focuses on the development of the basic gross motor skills of dribbling, stopping, and shooting in a fun and familiar environment. We combine short soccer drills using games and language the children are familiar with. This class is a great introduction to recreational team soccer.

We are hoping to register a few teams (girls and boys) grades 1 - 4 for recreational indoor soccer at PSA. All games will be played during the weekend days or in the evenings (any day of the week). The season will commence on November 15th and ends February 20th. There will be 8 games this season and all will be played at PSA2 located at 601 Seabrook Dr, Plano. The ideal team size is 10 to 12 players, with the cost approximately \$72 (may vary depending on



the number). Please let Sue know if you are interested in joining our school team. Team jerseys will be an additional \$40. For children enrolled in the PCM After-school Soccer Club, the cost of the jersey is only \$15. Please e-mail or call Sue if you are interested, so that she can determine the feasibility of putting together a team within each age bracket offered. Depending on the response, there may also be a need parent volunteers to coach and/or serve as team managers.

Dance/Movement at PCM

Pebblecreek is excited to welcome Ms. Lela who leads the new Dance and Movement Program.

Currently, the students are concentrating on Creative Movement and Modern dance. Creative Movement focuses on introducing dance to the students, getting them to explore

how to use their bodies to express emotions, move like animals, work in groups, and experience dances from other cultures. Doing so helps with their coordination, and gets the students to learn one muscle from another. Focusing on using only the neck muscles to imitate a turtle, for example, instead of the neck and shoulders. By isolating specific muscles one at a time, students gain a better understanding of movement and balance. Modern dance class will focus more on actually learning the basics of dance as an art form. The students will have a chance to create their own choreograph, and explore different movement styles. The children will learn how to jump higher, move faster, become more flexible and gain tremendous balance and coordination. The class will help the students strengthen their bodies, and give them a keen ear for different genres of music, as well as have fun expressing themselves

Shelton Testing

Young children are constantly processing and interpreting the sensory information that they receive. Gradually, they perceive the information in finer and finer detail. For example, in developing language and reading skills, perception refines from gross sound awareness, to words, to the small differences of speech sounds, such as rhyming, and understanding that words are made up of individual sounds. Children identify beginning, medial and final sounds in words.

Research tells us that this process is critical in order for a child to be ready for the early pre-reading tasks of kindergar-

ten, later for the more complex tasks of first grade and still later for the rigors of reading, writing, and spelling.

If a child's processing ability and language development do not proceed on target or develop unevenly, a child will often have difficulty with developing pre-academic or academic skills in any of the language areas (oral language or reading, writing, or spelling).

Many bright children with deficits or delays can compensate for their weaknesses through the early elementary grades. As language becomes more complex, often by grade three, they begin to have academic

problems and are referred for evaluation. If we delay early intervention until eight or nine years of age, the time when many children begin services, research shows that seventy-five percent of these children will continue to have difficulties in reading through high school and their adult years.

Therefore, it is important for early identification of learning issues so that early intervention can begin to fill the gaps. This can alleviate self-esteem problems and build a strong foundation for future learning.

www.shelton.org



Room Parent List 2010-2011

Head Room Parent:

Michelle Marvin
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Lower El Red/Live Oak:

Chris Scheibe
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Lower El Blue/Maple:

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Daisy (Infant Room):

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Class News

The primary students, alongside their teachers, recently conducted a science experiment using a clear plastic bottle with a tight lid, canola oil, water and food coloring. We tried to determine if water and oil could really mix. The children shook, tipped and turned the bottle every way they could, trying to make these two stubborn substances mix. Our experiment proved that water and oil will not mix, no matter how hard we try. Nevertheless, they had a great time with this experiment! It was a joy to see the children fully engaged and interested in science!

The Maple room celebrated Dr. Montessori's birthday by discussing the uniqueness of a Montessori classroom. Students who have experienced traditional school shared their thoughts on the different environments as well. For a lesson in patenting, they learned about Elias Howe's patented sewing machine. The students drew a Gratitude Mural for International Peace Day which was displayed, and joined with the rest of the school to gather and celebrate peace. They assumed the role

of the sun, and earth to demonstrate the concept of rotation and revolution for the Autumn Equinox. In October, the students learned about Mahatma Gandhi, reading and discussing non-violence. The class learned the art of hosting an event for Back to School Night, which they planned. They learned about guests and hosts and their roles, cleaned the shelves, and prepared their rooms for their evening.

In Live Oak we are studying early humans and how they found ways to meet their fundamental needs in harsh and changing conditions. Some students are doing studies of particular foods eaten by humans, while others are investigating human evolution. Both the Timeline of Humans and two charts of the Fundamental Needs are impressionistic materials that spark the children's imaginations and raise questions that lead them to these investigations.

The Magnolias are making great strides in all areas of the curriculum. Recently, they have read about famous personalities such as Margaret Thatcher,

Marco Polo, Philo Farnsworth, Gregor Mendel, Maya Angelou to name just a few. Our next big project coming up is the History Fair. This year we are working on 'The Civil War' and how it has shaped our great nation. Please mark your calendars for November 12th to visit the History Fair in the Upper building gymnasium. *The Road Not Taken*, by Robert Frost, has been a great inspiration to all Magnolias. They are learning to appreciate poetry and it is exciting to watch the students personally relate to this classic poem. They are also reading *Tuck Everlasting*, a fantasy children's novel by Natalie Babbitt.

The children are fascinated about the concept of immortality and whether it is a desirable option. They are learning about literature aspects such as foreshadowing, imagery, figurative language and drawing connections.

A very special thank you to all the Magnolia parents for donating books to the class library. This is the age when children independently gravitate towards good books to expand their knowledge base. Please stop by the Magnolia Room to take a look at the bulletin board.

Donuts with Dad 2010



Dear Pebblecreek Montessori Parents,

For the last three years, Pebblecreek Montessori has been actively working towards acceptance into the elite group of schools accredited by the International Montessori Council. The process took us much longer than we originally anticipated due to the physical move from Plano to Allen in 2009 and, more recently, the large property loss our lower school sustained as a result of a water leak in June, 2010. We are now back on track and our paperwork has been submitted to the IMC in Sarasota, FL. The next step in the process will be a visit from the accreditation committee in the next few months.

Fundamental to Montessori is the process by which we arrive at conclusions, not necessarily the product. I have found a lot of value in this principle as our PCM team worked through completion of the arduous paperwork required for accreditation. We were challenged to clearly identify who we are, what our goals are, how we are putting processes in place to meet those goals and how we measure effectiveness.

The process mandated analysis of all areas of our operation including, but not limited to, facility design, adequacy, use of space, maintenance of furnishings and materials, financial practices, role definitions, parental responsibilities and participation, communication, hiring and screening processes, marketing, recruiting of faculty and the admissions process, best classroom practice, transitions and admissions screening. We were challenged to clearly analyze and define strengths and areas of weakness in each category. As a result of our internal assessment, the following areas have been identified as needing improvement and our immediate focus:

Area	Result/Plan
Communication	Implementation of "Week at a Glance" and change of role of room representative to facilitate communication
Parent Input-Feedback	Establishment of Parent Advisory Board 2008
Admissions process and effectiveness of screening applicants	Revision of application process and requirements
Meeting special needs of students	Establishment of the CARE team October, 2010

The rewriting of the admissions process is a work in progress with the primary goal of more accurately identifying and understanding the needs of each child and the needs, motivations and the goals of each family applying for admission. Only then, can we effectively build the true partnerships required for a successful relationship between home and school. The following changes will be implemented in the admissions process:

- elimination of the short form application; full application and prior records will be required prior to interview
- revised application requiring full disclosure of any special needs previously identified and supporting documentation (evaluations)
- required screening procedures for all levels
- required class visitations with revised time guidelines
- parent interviews will be the *final* step in the admissions process instead of part of the process

The establishment of the CARE Team resulted in our need to fulfill our ultimate goal of finding the best way to support the children and families in our school. The CARE Team mission statement is attached and will be added to our handbook by November, 2010.

It is critical to the success of the school to put procedures in place that will insure we are finding the right matches between the families and the school. When a match is not right, it will ultimately result in a weak or severed partnership.

I believe the changes we have and will be implementing are a step in the right direction. We anxiously await the accreditation team's visit and their additional recommendation in moving closer to becoming a world class Montessori school.



CARE Team



CARE TEAM Mission Statement

The CARE Team is a fundamental part of the faculty of Pebblecreek Montessori started in November, 2010. The role is to support the mission of the school in helping children to develop to their fullest potential academically, emotionally, physically, socially and spiritually. The CARE team will serve as a support and liaison between the school's faculty and serve in the following capacities:

- as an admissions board to insure the compatibility between potential families and the mission of the school
- as a resource in helping to identify the possibility of learning differences and to facilitate and assist in obtaining professional evaluations; as a resource for parents to understand and evaluate the contents of a professional evaluation
- as a support to both faculty and students in addressing the different learning styles and the recommended modifications to determine the feasibility of implementation
- as a support to determine the optimal learning environment based on child's learning style
- as advisors to address and make recommendations for attendance issues
- as advisors to implement probationary measures as needed and to determine the probability of Pebblecreek's staff being able to meet the special needs of children
- as advisors in following a process to determine whether enrollment agreements can be terminated if deemed necessary

The Care Team will meet with families once a month for 30 minutes. There is a limit of 2 meetings per month.

