

HARMONY EDUCATION CENTER NEWSLETTER

Harmony School • National School Reform Faculty • Rhino's • Research Institute

P.O. Box 1787, Bloomington, IN 47402
www.harmonyschool.org (812) 334-8349

November 2009

Volume 27, Number 8

NEWS FROM THE OFFICE

HARMONY ARTS & CRAFTS FAIR

Saturday, November 14th

2-6 p.m. in the Harmony gym

Come support Harmony's artists and craftspeople!

PHOTO RETAKES

Tuesday, November 17th starting at 9:30 a.m. Order forms are available in the office. If you don't like your child's photos, you must bring them back to be eligible for retakes. If you missed the first Photo Day, please pick up an order form in the office and return it with your payment, in advance.

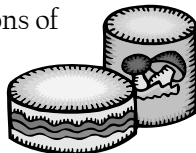
THANKSGIVING WEEK SCHEDULE

Parent-Teacher-Student Conferences will be held on Monday November 23rd & Tuesday November 24th, and students will have NO SCHOOL all week.

Harmony (including the office) will be closed Wednesday through Friday (Nov. 25th-27th).

FOOD DRIVE FOR THE HUNGRY

As usual, we are holding a holiday food drive here at Harmony. Please place your donations of non-perishable items in the box in the downstairs hallway. Items *most needed* are: canned meat, canned fruit, canned soups, canned veggies, and canned beans. Donations will be accepted until Friday, December 18th (the last day of school before Winter Break).



TRICK OR TREAT FOR UNICEF

In spite of the state of the economy, our students collected over \$3350 for UNICEF during Halloween week, dressed in their creative costumes. This ranks as the third best year ever! Amongst other lessons, they learned how fortunate they are, in comparison to most of the world's children.

PARENT INVOLVEMENT PROGRAM (PIP)

Remember to log your PIP hours with

harmonyoffice@harmonyschool.org.

Please let us know where you did your hours.

Reminder: we expect you to volunteer a minimum of 22.5 hours per year for single parents, or 45 hours for two parents. If you haven't yet filled out a PIP form, please stop by and fill one out or email Leslie at lcracraft@harmonyschool.org. We really appreciate and rely on your help! Please check in regularly with your PIP coordinator if you have time to spare, have questions, or need hours. The coordinators are: ECP – Megan Folley; 1st/2nd – Terri Loyal; 3rd/4th – Erin Garcia; 5th/6th – Jena Hanes; Middle – Lorayna Sanders; High – Leslie Cracraft, Sharrel Boike, Pat Coleman & Lorayna Sanders (double-duty!)

GARDEN WORK DAY

Many thanks to the hard working parents, kids and staff who came to our work day on November 7th. We were blessed with a beautiful sunny, warm day and managed to finish many of the jobs on our list, both indoors and out.

On a related topic, we are seeking parents to join our **Green Committee**. We meet monthly, except mid-winter and mid-summer, organize outdoor work days and oversee anything related to the grounds. It's a fun group if gardening or landscaping is one of your passions! Please contact the office if you are interested.

2009 Holiday Follies

Friday, December 18th 6:30 p.m.

Don't miss our annual holiday production with students of all ages singing, dancing, acting & more

HARMONY WISH LIST

The Herald-Times prints a list of wishes from local non-profits, including Harmony, during Thanksgiving Week. Here is our list of wishes - if you can donate

any of them, please contact the office: *working sewing machines, working serger, working vacuums, mannequin, guitars and guitar accessories, small working shredder, knitting needles, tapestry needles, coffee urn, forks and spoons for kitchen*
**We also are in need of volunteer substitute teachers – please contact Leslie if you are willing to be on our list!*

NEWS FROM THE PROGRAMS

EARLY CHILDHOOD PROGRAM

Linda, Tim and Martha (3-5 year olds)

To celebrate fall we made two pumpkin pies from scratch. It was quite a project! We prepared the pumpkin to bake early in the morning and worked in stages to scrape the pulp, prepare the filling, mix and shape the crusts, and finally bake the pies just in time to be dessert after lunch. Of course we also carved a jack-o'-lantern and collected some of the beautiful leaves of the season too. As usual, Halloween costumes and the Halloween parade were the highlight of October. "What are you going to be for Halloween?" must be the most-asked question for at least a month or more before the date. We tried on many different personas in the week before Halloween with an assortment of masks, costumes, and face-painting.

Thanks to Shirin (Ayesha's mom) for helping in the BHSS Spanish club to teach us about Dia de los Muertos the following week. The ECP kids loved the story and craft activities.

We've begun a letter-a-day theme that will last us to the week before winter break. We try to saturate the morning as much as possible with activities that draw attention to the letter of the day.

Each day, children whose name starts with that letter decorate a crown to wear, we create a letter collage, we brainstorm words that start with the letter, sing songs, read books and poems, and play games that start with the letter. On some days the sensory table is filled with substances that start with the letter of the day and the workbench might have a letter-appropriate activity. Here's a few examples. On "A" day we peeled, cored, and sliced apples; a challenging job for ECP-age kids.

Fortunately there was only one injury that required a Band-Aid. Most of the kids loved the tart applesauce made from chopped apples and cinnamon, cooked in our electric frying pan with no sugar added! In addition, the kindergartners listened to the story of Amelia Earhart's life and did a coloring page about her. Some also took home simple readers about her called "Up, Up and Away." On "B" day we played "Button, Button, Who has the Button?" and on "C" day we played Concentration. On D day we sang Dig a Duck and made our own Dot Plate Flash plates. It's



surprising how many things we can think up for some days and how few come to mind on others. Some of the kids are quite good at helping us with the brainstorming.

For the Holiday Follies we plan to do our own adaptation of the Jackson 5's ABC song. Don't miss it! --Tim, Linda, and Martha

ELEMENTARY SCHOOL

KATE & CLAUDIO's (6-8 yr olds)

We have really been busy over the past few weeks! October is an exciting month for everyone at Harmony, and our 1st and 2nd graders are no exception! Halloween, or course, is the culminating point with Trick-or-Treat for UNICEF, the costume parade, and decorating sugar skulls for Día de los Muertos.

Trick-or-Treat for UNICEF made an enormous impact on our kids. We viewed a film, provided by UNICEF, that really communicated the adversity children around the world face every day. Claudio and I led a wonderful discussion on the subject, and it was obvious that the kids felt empowered by the opportunity to make a difference. Our class collected \$482! That is enough money to buy 3 wells for three different villages! When UNICEF is able to provide 10 polio vaccines for just \$2, every cent counts!

The costume parade, of course, was a very entertaining sight! Costumes ranged from vampires, witches, and cats, to a homicidal maniac, a butterfly, Coraline, and a robot. Many of our kids won very prestigious prizes for their amazing costumes!

The entire celebration was brought to an end with an incredibly festive sugar skull decorating party led by Mars' Mom, Danielle, and Claudio's fiancé, Mary Helen. Each skull was uniquely decorated with brilliantly colored icing; some sported pony tails and wild hair, while others were designed to look like pets that had passed – all were sweet!

Our class has finished out the month of October, and a good time was had by all! November, here we come... --Kate

JO & JEREMY's (8-10 yr olds)

A lost puppy at Christmastime, a boy moving into a haunted house, and a girl trying to deal with a bully at school – these are only some of the great story ideas chosen for our authoring unit on fiction writing. In this unit we looked to successful writers of fiction for inspiration and instruction. We learned that writers like Roald Dahl, E.B. White and Judy Blume create characters who have problems or struggles that escalate to keep their readers "hooked" on the story.

After examining some of the writings of these authors, each child developed characters, struggles and story mountains. Then they jumped into their stories using their powers of imagination. I can't wait to see the fun when they share their final pieces with each other!

We finished our read aloud book on Martin Luther King, Jr. and the Civil Rights Movement. We followed it up with a documentary on the Children's Crusade. Both the book and the video created much meaningful discussion. Our new read aloud book, The Cricket in Times Square, is an award-winning fictional story of a cricket, a cat and a mouse who have many adventures in New York's Time Square.

Thanks to the efforts of the 3rd and 4th graders, we collected over \$870 in our trick-or-treat for UNICEF drive! Many children will have much needed aid because of our caring kids. Thanks for your parental support on Halloween night. It added over \$100 to the drive.

Lastly, our new theme on Thursday afternoons directly connects with our authoring. We are creating illustrations for our fiction writings using print making, collage and painting mediums.

Much wonderful learning is occurring all around us! --Jo

KATHY & SCOTT'S (10-12 year olds)

We have been blessed with an enchantingly colorful and warm autumn that has allowed our class to stay active and enjoy the outdoors. Most recently, our educational and poster preparation for the annual UNICEF fundraiser was thought-provoking and definitely helped to set the stage for our future Hunger and Poverty thematic unit. Our class had a lot of fun helping UNICEF during our annual Trick-or-Treat for UNICEF campaign. Our 6th grade graduates are additionally busy planning their graduation projects in their Graduation Project Proposal and giving back to the community through their Service Learning and Community Service work.

Academically, most of our theme time has been spent soaring through the universe through our study of stars, black holes, galaxies, and planets. We began the unit with an Astronomers Inventory. Early on we held a "Tea Party" in order to familiarize ourselves with the names and contributions of some of the pioneers of astronomy that have advanced our knowledge of the field. Then we investigated optical telescopes and the different types of telescopes available to us, as well as their invention. We moved on and discussed different types of stars and how they vary in temperature. Students experienced light with hands-on activities that demonstrated the characteristics of light and the concepts of refraction and bending, followed by making observations and recording them. We had a light lab where we looked at different elements through lenses in order to observe the light spectrum characteristic of each element. Taking advantage of a lovely warm autumn afternoon, we walked over to Kirkwood Observatory for a demonstration of their Solar Lab and to see the old telescope that is housed there. The students were overflowing with questions for the astronomers. Next we will work in small groups and construct a simple "Galilean Telescope." While these telescopes won't be the most sophisticated technology, they will further

our understanding of the technology and the advancements made with telescopes over the last 400 years. To wrap up our astronomy theme, we will discuss our Astronomer's Inventory from the beginning of the unit, and review what we've learned.

For our read-aloud time we have read Lois Lowry's, The Giver, and have completed several activities and discussions about the major themes and events in the story. We are looking forward to attending the play based on this novel at the Indiana Repertory Theater in Indianapolis. Our current read-aloud books tie into both the Astronomy unit and the American Memory thematic unit focusing on Native Americans. Scott is reading the science fiction novel, The Martian Chronicles by Ray Bradbury. Kathy is reading The Education of Little Tree, which will weave into our recent examination of Value Systems and Honoring our Elders.

As we transition away from Astronomy, we'll take off our space suits and slip on some moccasins. Continuing on with a year-long theme on the American Memory, we'll journal about how we develop our cultural, community, family, and individual value systems. As we look at Values and Honoring our Elders, students will seek the help of family members to fill out a family tree. Students will interview one of their elders to learn from their life experience and keep the family knowledge flowing through the generations. In language arts, our authoring will experiment with personal narrative through the lens of *Sweet Learning*. As we discuss Native Americans and European contact, we'll look at the value systems of Native Americans prior to European contact and those of the European Americans. We'll read scenarios and discuss which values were affected in each group and discuss how misunderstandings and conflict did and might still occur. Our examination of Native American values will extend into art classes as well. Students will be "invited" to read and learn about the cultural history and significance of Native art forms, answer questions about what they learned, and then create an art or craft with the indigenous tradition in mind. Our annual Thanksgiving dinner will celebrate the gift of our community, what we have to be thankful for, and how we can give back to our community. After our celebration of community, a tasty meal, and skating, our class will be ready for conferences and a well deserved rest during Thanksgiving break.

As always, none of this rich curriculum and amazing opportunities would occur without the amazing support that we receive from our parent volunteers. We are truly gifted with an unbelievable amount of volunteerism, participation, donations, and general support from our parents. You are too numerous to mention individually, and your gifts are so many, yet please know that our entire class benefits from your generosity of time and resources. We are grateful for your service.

In Celebration of Our Community --Kathy and Scott

MIDDLE SCHOOL

Kelli, Marty & Ursina

Here we are, quickly approaching the holidays. This is a time that is full of many traditions for the Middle School, the first of which is Independent Projects. We are currently wrapping up the presentations of our first round of projects and they are going smashingly.

Each student's project has gone through many incarnations between choosing the topic and its final product. Every student belongs to an advisory group with an advisor to help them through the process. Each advisor does things a little differently but we are looking for notes taken, effort and research completed, rough draft and a final draft. Now that we are about done with the first round, students should have started to brainstorm topics and start to work on their second independent project which will be due before the end of the semester.

Parent/Student/ Teacher conferences will be on November 23rd and 24th. Please sign up on the board in the hallway. If you cannot come to school, or if you are unavailable those two days, please call or e-mail a teacher to set up a time. Each conference gives the students a chance to show off what they have been doing and it gives us an opportunity, as the adults in their lives, to support them in their endeavors. In addition to celebrating their achievements the conference also is a time to set goals, expectations, and share concerns. Students are required to attend.

After Thanksgiving, we have a mere three weeks until the semester ends, with the FOLLIES, on Friday December 18th. For those families that are new to the school, the Follies is a true variety show (in every sense). Students create skits, dances, and routines that they perfect in December. It is a great way to end the semester with fun for the whole family and lots of laughter. It's another Harmony tradition and we hope you can attend, and a great way to see what the kids are capable of.

We here in the Middle School wish you all a safe and happy Thanksgiving. --Kelli

HIGH SCHOOL

Sal, Paul, Jeni, Dale, Emily, Ruthie, Jon, Tom

I looked out of the window this morning and saw roses blooming in November – which makes it even harder to believe that Thanksgiving is only days away! It has been a tremendous semester thus far and that is thanks, in much part, to the efforts of our two student teachers, Jeni and Ruthie, who have done a spectacular job – both inside the classroom and out. They will finish their practice in December and words aren't enough to describe how much they will be missed. Parents of seniors and new students will have a chance to meet them at our Parent/Teacher/Student conferences on November 23 and 24. (If you're unsure about your time slot, please check back with Tom.) In

the meantime, work has reached fever pitch in classes as we move to finish material before the break:

Sal: In Western Civ, we have left Ancient Greece behind and are now visiting Ancient Rome, a much bloodier and more byzantine place to be! Students just saw Julius Caesar being cut down in his prime and are now planning for a Roman Banquet, at which they will serve historically accurate Roman recipes, while their peers make presentations on Gladiators, Charioteers, and other delights of Roman life!

In The American Century, we have also been enjoying food at our first Decade Night – for the Twenties - enjoying the honeymoon dish that Douglas Fairbanks and Mary Pickford made famous (Fettucine Alfredo) with Caesar Salad and Pineapple Upside Down Cake (which Dole made famous in 1924), while we watched 'Inherit The Wind', that magnificent movie about the Scopes Monkey Trial.

Paul: Perhaps it's just the unseasonably nice weather we've been having, but from where I'm standing life is good. Classes are going well, the kids seem to be having fun and learning, and our first High School fundraiser of the year, the Extreme-a-ganza, was a big hit. Many thanks to all of the students, teachers, parents and staff who helped make it so successful!

In Cultural Arts of the Middle East and India, we have finished up looking at Hinduism, Zoroastrianism, and Islam and are now in the middle of learning about all the arts that came from them: architecture, calligraphy, weaving, painting, music, and even dance. We'll be looking at secular arts as well, and seeing how they all go into making up these rich cultural traditions. We're also in the middle of writing a 4-5 page research paper, an assignment that we've spent much time on in class. I find myself trying to remember what it was like for me, 15 years ago, when I was in 9th grade English class and I knew what I was supposed to do but had no idea how to actually do it. Skills like paper writing are hard won, and I'm very pleased with the tenacity of my students as they've been working on this assignment.

In Traditions of Music, we are currently exploring African and Black Diasporic music. We just watched one of my favorite documentaries, *Music is the Weapon*, about Nigerian superstar Fela Kuti. We are looking at how music connects with both religion and political resistance, and are also seeking to understand how musicians connect with their roots while simultaneously adapting to the present.

Finally, during 5th period my Digital A/V Production class is humming away. This has been, far and away, my favorite 5th period class to teach. It's been a good balance between teacher focused lecture and student focused problem solving, between skill development and end-products. Not only are the students visibly improving their music reading skills, but they are creating some rather impressive electronic compositions. We'll be finishing the music side of it before Thanksgiving; then we'll create video

montages to go with them. Finally, we'll post it all on YouTube and put up a link on the Harmony website so that we can all admire their work.

Jeni: In the Politics of Everything, we have moved in to the realm of the arts in our quest to identify the political in our everyday lives. After exploring the types of speech protected (and not protected) by the First Amendment, we have explored some of the ways the government attempts to support the arts, such as funding and copyright. This led us to an engaging debate over the implications of internet file sharing for the consumer and the artist. Over the next few weeks, we will look closer at political content in visual arts and music. Our next unit will explore politics and the lives of students, including students' rights. The students are well on their way towards creating their own bill proposals to be sent to various elected officials, from the city to the federal level. In crafting these legislative proposals, the students have to think through many aspects of the legislative process, from researching the problem to developing a solution to fine-tuning issues of enforcement and funding. We will be reviewing final drafts and getting ready to send the bills during the last few weeks of the semester.

In Human Rights, after spending some time fine-tuning our understanding and definition of the meaning of the phrase, we have delved into an analysis of various human rights problems around the world. A field trip to Global Gifts in downtown Bloomington gave us the opportunity to meet Njoki, an artist who benefits from the Fair Trade program. We compared global poverty to the problem of poverty in the U.S. and Indiana, and came to some interesting conclusions. Next, we moved on to look at the use of children as soldiers in conflicts around the world. We have also looked at human rights issues facing the LGBT community. Over the next few weeks, the students will become experts in one particular human rights issue, as they begin working more intensely on their final projects, researching and reacting to one of many human rights problems around the world.

Dale: In First-Year Spanish, the course began with very basic material like the Spanish alphabet and spelling of words, colors, numbers, time-telling, and the Hispanic personal naming pattern, which includes both the father's and mother's surname. We also practiced greetings and formulas for introducing friends, asking for and telling people's ages, asking and telling where people are from, and expressing simple likes and dislikes with *gustar*. We also covered school-related vocabulary. The chief grammatical points covered so far are the singular conjugation of basic verbs for *to be/have/want/need*, use of definite and indefinite articles, pluralization of nouns, gender/number agreement of adjectives like *¿cuánto?* and *mucho*, and the use of infinitives in structures like "I want/need to (verb)." The enrollment in the class is small and this allows for lots of individual practice and

attention. Students in this class are making good progress and asking good questions.

In Spanish 2, after a thorough review of key structures covered in Spanish 1, we learned and practiced vocabulary related to food, including typical foods eaten at the three different meals. We also talked about how meal schedules differ from those in the US and vary across different Hispanic cultures. The food vocabulary enabled us to work more intensively with the structures of verbs like *gustar*, *encantar* and others that involve the use of the indirect object pronouns. It also allowed us to talk, naturally, about regional vocabulary differences in Spanish, since different areas of the Spanish-speaking world have different dishes, and occasionally simply different words for the same foods. Other related vocabulary we have studied enabled students to comment on foods and make polite requests, as in ordering dishes in a restaurant, or asking for and paying the bill.

Every week students are showing increasing proficiency and familiarity with the language, and hopefully this will make for a firm and substantial foundation in their study of the language by the time they complete this second year of Spanish.

Emily: The scientists of research seminar are finalizing their experiments this week! Projects have been tweaked and adjusted in the quest for reliable and replicable data. Alex's lettuce is growing as expected, Sara is keeping (most of) her fish alive, Ben's catapult attempts are involving more launching (and less injuring), Keya's fruit is (sort of) burning, Jessi's metals are fizzing, Ross' subjects are (hopefully) e-mailing, Annie's telescopes are focusing, Zak's filters are trapping cigarette tar, and Emma's ice cream is delicious! A favorite experiment was Julian's maze for his study on animal behavior, since he is studying human animals as well as four-legged ones. Their next steps are data analysis and statistics!

Geology has crawled out from the caves to look at rocks on the surface. We examined the various characteristics of some beautiful gravestones at Rose Hill Cemetery (Pink marble! Granitic gneiss!) Students modeled plate tectonics using orange peels and pieced together the puzzle of Pangaea using evidence originally used to develop the theory of continental drift. We created trace fossils, and pondered the types of inferences that paleontologists (and cartoon animators) must make to visualize dinosaur's lives. This week, students are presenting their research on a chosen famous "rock star," including opals, jade, Gibraltar, Stonehenge and Yosemite.

Ruthie: In the past month, the water class has looked at how water cycles through the environment, how much water is on the Earth, what creatures live in the water and where/how Bloomington gets its drinking water. Students experimented with the amount of water needed for bread mold to grow and have also

had time in class to work on their independent semester projects. Each student (or pair of students) has chosen a water issue in which he or she is personally interested to present to the class in December.

Jon: Algebra 1: The majority of November will be dedicated to memorizing the rules for simplifying all forms of rational algebraic expressions.

Algebra 2: This month we finish simplifying rational expressions and move to our unit on solving algebraic relations.

Independent Math: Students in independent math continue to make progress on their individualized curriculum. Most students will only be taking exams this month to monitor their progress.

Precalculus: In November, we will finish our analysis of rational functions. For each type of function, we look at how to determine the domain, range, intercepts, vertices, holes, asymptotes, and end behavior. We will also look at systems of equations and practical applications. By the end of the month, we will have moved on to exponential and logarithmic functions.

Tom: Greek & Latin Roots class is finishing thematic medical and scientific term etymologies before casting adrift into a savory adjective and tasty verb sea. Ninth Grade American English students have developed keener prepositional and subordinate conjunctive skills. Beginning this semester and continuing into next, this class will also have weekly visits from Indiana University Creative Writing graduate students offering writing workshops for them.

Literary Criticism students have chosen poems for their research/papers/poem response projects with first drafts due new moon and final work on the full.

Gender Psychology class is transitioning from the masculine to the feminine and exploring differences in spirit and soul energies. We are learning who put the psyche in psychology. Facebook has allowed me to share curricular material in a new-fashioned way to enhance the textbook articles co-teacher Allison Baker provides for weekly discussion and student response.

Ursina and I are teaching our four elements class for the younger elementary students and are enjoying their enthusiasm, focus, creativity and thinking greatly! Into the holidays we go...

FAMILY PROFILE

The Ansari-Salazar Family, compiled by Harmony parent, Barbara McKinney

This month's family profile focuses on a two-generation Harmony family, the Ansari-Salazar family which includes Shirin Ansari (the mom), Isaac Salazar (the dad) and their daughter, Ayesha, who is 4 and in the ECP.

Shirin attended Harmony herself from second grade through high school, so she's been connected with Harmony for more than 20 years. Her sisters also attended Harmony; one sister, Shahana who graduated from Harmony just a few years ago is currently attending the University of Tampa, and the other, Safia, is currently a member of HarmonyCorps, our Americorps project in Indianapolis.

Shirin is from Bloomington. She went to Manchester College in North Manchester, and returned to Bloomington to teach at Edgewood and at Harmony, and to be closer to family and friends. She is currently teaching Spanish at Bloomington High School South.

Isaac is from Bloomington's sister city, Posoltega, Nicaragua. He attended the National Music Conservatory in Managua, Nicaragua until his study was cut short by Hurricane Mitch. Shirin and Isaac met in 1994 through the Sister Cities youth exchange, which she heard about in her Spanish class at Harmony; she made many trips to Posoltega each summer until they were married in 2002. Once he had his visa, Isaac came to live in Bloomington with Shirin. He's a musician, playing with several bands including Orquesta Brava, a Salsa band based out of Indianapolis. He's also a DJ and plays mainly Latin music at different events.

Ayesha has recently become a big fan of Bollywood movies and loves to dance and sing along with the songs. Her favorite actor and actress may be celebrities you've never heard of: Hrithik Roshan and Aishwarya Rai.

Shirin says she and her family love Harmony and having Ayesha attend the same school she did. They chose Harmony because it was a second home for her and her sisters when they were growing up. She and Isaac felt that Harmony's loving, nurturing and accepting environment was "perfect and essential" for Ayesha. She remembers a lot of Harmony people and is pleased that they also remember her. She said "I LOVE the personal attention one receives at Harmony and the importance given to each person's uniqueness. I LOVE the fact that diversity is celebrated and that everyone and anyone can feel at home at Harmony."

So far, Shirin has not been asked to do the PIP job she has signed up for, doing ECP laundry over the weekend. She said she will probably be able to convince her dad, Mohammed Ansari, to cook at the grill during the spring Extravaganza with Trish.

Their hobbies include dancing, singing and playing music. They have one cat, Tita - not a terribly friendly cat but Ayesha loves her anyway. When asked to say something people might not know about the family, Shirin said, "Hmmm. Ayesha enjoys working jigsaw puzzles, Isaac has really nice handwriting and I LOVE cookies!"

OTHER REPORTS

NATIONAL SCHOOL REFORM FACULTY

A Principals' Building Collaborative Learning Communities Seminar was held in Bloomington November 12-14, and was facilitated by Deborah Meier (co-founder of the Coalition of Essential Schools, and progressive education leader), Dave Lehman (NSRF Interim Director and National Facilitator), and Michele Mattoon (Harmony teacher and National Facilitator). It was the first of a two-part Critical Friends Group seminar introducing principals, teacher leaders, department heads, and curriculum/instruction supervisors to increasing student achievement through collaborative learning communities. Participants came from Alabama, California, Texas, Indiana and Florida and included a HarmonyCorps member and Harmony staff members.

NSRF also helped facilitate a statewide seminar for the North Carolina Small Schools Project in October. The seminar was for principals and teachers working in North Carolina's new small, high schools, a project partially funded by the Bill and Melinda Gates Foundation.

Earlier in November, NSRF also worked with the Society for the Prevention of Violence in Cleveland, Ohio, introducing the Cleveland Schools to conflict resolution techniques with the goal of making their schools safer. *—Steve Bonchek*

RHINO'S ALL AGES CLUB

Greetings, all. Is it possible that it is Thanksgiving time already? Here's what Rhino's is thankful for: On Monday we are thankful for our nationally award winning Youth Video Program.

On Tuesday we are thankful for our Mural Arts and Screen Printing Programs

On Wednesday we are thankful for the Youth Journalism Program.

On Thursday we are thankful for the Youth Radio Program

On Friday and Saturday we are thankful for all the bands, djs, and other performances that are offered in a safe, alcohol, tobacco, and other drug free environment.

We are thankful for our community partners from the City of Bloomington Parks and Recreation Department, Monroe County United Way, Monroe County CARES, Monroe County Tobacco Prevention and Cessation Coalition, The Indiana Tobacco Prevention and Cessation Department, WFHB, CATS,

Middle Way House, 4th Friday GLBT youth group, the Community Kitchen, and many others, but of course we are most thankful to be a part of the Harmony Family.

Stop by and see for yourselves! *-- Brad Wilhelm*

DEVELOPMENT OFFICE

Our next quarterly report for the Neighborhood Assistance Program (NAP) credits is due at the end of the calendar year. Donors of \$100 or more receive 50% off their Indiana taxes as a credit as well as the usual deduction from their federal taxes if they itemize. Those who are interested in taking advantage of these credits in this tax year should contact the development office.

The Harmony Harvest Celebration and Walk was a huge success in spite of the rainy afternoon. We thank Alpha Tau Omega and Alpha Phi for their volunteer support. ATO also gave us a generous financial contribution, and most importantly for the younger students, set up a moon bounce on the Harmony School grounds.

The director of development provided key lime; chocolate peanut butter; coffee; and orange, raspberry, and strawberry chiffon pies for Grandparents' Day and the annual Halloween Party at Rhino's. Grandparents from as faraway as Alaska and Florida enjoyed the Halloween costume parade, which will soon be featured on the Harmony School website, our Facebook/Ning pages, and available for purchase as a DVD.

The winning costumes at the Rhino's event were the Incredible Hulk and the Bride of Frankenstein. If you missed the headline act, Jucifer, then you missed two talented musicians and performers, but on the plus side, you still have your hearing.

We are writing a continuation proposal for our work in Indianapolis through Harmony-Corps. Maintaining and, hopefully, expanding this program with help from other funders will be the next order of business. If you have connections to any individuals, corporations, or foundations (especially in Indianapolis) that might be able to help the program financially, please let me or Harmony parent, Lora Lewis, know. *—Scott Hutchinson*