

President's Corner

Dear Members,

Heidi Gauger has retired as president of MMS. I personally will miss the inspirational messages she always penned to open this newsletter. She never failed to lift my spirits by her upbeat messages. As I am now the president of MMS, it falls to me to follow in her footsteps...or try something completely different. I would like to rename this column and share it with other board members. You, our members, will have an opportunity to get to know each of us through our opening paragraphs.

There is a wealth of talent on the board and aside from the initial biography we publish when a new member is elected, we rarely have an opportunity to get to hear from them, discover their passions and enjoy their personalities. It is my hope that by opening this up to each board member, you will get to know each of us, who we are and "how we roll!" We are a mixture of strong personalities and quietly competent workers. We are a group that I am thrilled to be associated with. It is my hope that as you become more acquainted with us, you will want to become more involved with this talented and dynamic group.

So what have you learned about me, your new president? I know how to delegate!

Karen Lumsden



Michigan Montessori Board of Directors 2020-21

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Our newest MMS Board member...Shannon Tyrybon

My name is Shannon Tyrybon and I am your newly elected board member for our Michigan Montessori Society. With only one meeting under my belt, I'm still learning about the organization, but I feel the energy and dedication from the current board members and am anxious to begin to serve you and the Montessori community.

I started my Montessori journey as an assistant and after care teacher in the early 90's. What began as a job that I thought would just help put me through college soon became a career that became the reason I went to school. I was going to the University of Michigan Dearborn for Early Childhood Education at the same time as I was working at a wonderful school, Montessori Center of Downriver. It did not take me long to realize I needed to know how to teach individuals, not just the subject matter, so I switched courses and graduated with a Bachelor's in Psychology concentrating in Child Development. My first child's own positive experience in a Montessori program is what finally convinced me to earn my Montessori Early Childhood Credential. After a few years of having all three of my own biological children, along with countless students I have loved as my own, develop and flourish under the Montessori philosophy, I just had to get my Master's in Education with a concentration in Montessori to grow my knowledge even more. I no longer work with children directly in the classroom, but am the Early Childhood Level Coordinator for the Michigan Montessori Teacher Education Center. I am also the instructor there for philosophy, classroom leadership, geography, and assistant training. I was asked to also write about my passions and hobbies, but as I wrote, my family, education, and always working toward a better understanding is what typically consumes my pretty happy life. My desire is to take these same passions and put them toward my work now on the board for MMS. I will strive toward understanding better what our Montessori family needs and offer support in educated and empathetic means. Thank you for this opportunity.



MMEAN Update

Michigan Montessori Education Advocacy Network is working for YOU!

This group of passionate volunteers has been busy working on behalf of all of you in the greater Michigan Montessori community to ensure that Montessori programs are included in and protected by any legislation and regulation that will impact them.

By Karen Lumsden

MMEAN's Mission Statement:

"We advocate for the validation and advancement of authentic Montessori education in Michigan."

While many think that the most important activity MMS provides its members is workshops that bring world class presenters to our area that satisfy our professional development requirement, I beg to differ with them. Michigan Montessori Society's most crucial activity for its members comes in the form of advocacy it provides for its affiliate schools and members. MMS has board members and ad hoc members that have been working behind the scenes to secure recognition of your Montessori training credential, change the instrument the state

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uses to evaluate your classrooms and educate the lawmakers in Lansing about the unique qualities of the Montessori philosophy. MMS has provided the funds for these dedicated women to attend out of state workshops focused on how to advocate for our members and develop a coalition of many state Montessori organizations to increase the strength of our voice. This work is crucial to your work and your livelihood. These representatives are working to make sure you and your schools are given a fair

shake. They are working to promote the Montessori philosophy so that you will continue to be able to operate in a manner that remains true to Montessori's ideals. Certainly the workshops are an important part of what MMS does, but workshops are available elsewhere. MMS is the only organization advocating for YOU...the Montessori professional and Montessori schools. This aspect of our work on your behalf is absolutely crucial right now. Decisions are being made that will affect your lives and the lives of future Montessori teachers and students for years to come. MMS is working NOW to make sure our voice is heard when decisions that affect us and our future are made.

I have asked some of the MMEAN members to give us more information on some of the aspects of their work so that you can gain a better understanding of how their work impacts your ability to pursue excellence in your career. Their articles follow....

Building Relationships Is Key to Our Success

By Susie Hyatt

Advocacy work has many facets and is a process that includes building relationships with various organizations, committees and people who will advocate for young children. In the past 7 years the Montessori community has unified and strengthened its voice throughout the United States through the work of Montessori Public Policy Initiative (MPPI).

<https://montessoriadvocacy.org/about/#story>

MPPI helps to disseminate information at the national level and helps to provide information regarding the struggles of various states with licensing regulations, teacher credentials and the quality rating systems which all states have adopted in one form or another. Attending annual conferences and subscribing to the MPPI email list is very helpful to stay on top of relevant issues.

The advocacy team in Michigan, comprised of a group of volunteers, has come to understand that it is important to serve on committees, advisory groups and organizations at the state

level, as well as contact legislators to advocate for Montessori and all children.

We have seen the importance of having Montessori representation on the licensing revisions committees. When issues such as group size for 4 year olds is brought up, we can discuss the advantages of the mixed age group and how the number of students should be 24 or more. Continuing the presence of a Montessori voice will continue to be crucial in our advocacy efforts.

With an emphasis on Great Start to Quality in Michigan, getting involved in committees that help connect Montessori programs to resource centers and licensing consultants will help improve our working relationships. Currently, one advocate attends the Quality Improvement Partnership Team Meetings whose goal is to work with Resource teams and the community to assist and support best practices in childcare settings. Another member serves on the Great Start to Quality Advisory Committee to gather feedback regarding revisions to portions of the QRIS process.

Thanks for reading and gaining insight to the work that is being done. **What can you do?**

- **Sign up on the MPPI email list** to receive updates www.montessoriadvocacy.org .
- **Serve on a local committee** that brings a voice to Montessori in your community, reach out to the local resource centers and ask how you can be a part of supporting quality early childhood education for all children. <https://www.greatstarttoquality.org/central-resource-center> Click on the Support Networks tab and it will give you a choice by your location in the state.
- **Connect with legislators** in your community and have a dialogue about Montessori programs for young children. <https://www.usa.gov/elected-officials>
- **Sign up for MIRegistry**. MIRegistry offers workshops and tracks professional development and can be used as a tool for future conferences and workshops for the Montessori community. <https://www.miregistry.org>
- **Contact Kathy Smoko at kathy@mmsoc.org** to offer your assistance and tell us your areas of interest.

Recognition for Montessori Training—This Matters to You! (even if you don't know it yet!)

By Kay Neff

Whether you are a trained Montessori teacher or employ one, recognition of the Montessori credential by the State of Michigan should matter to you. Currently, Montessori credentials at any level, toddler through secondary, are not given credit to an appropriate degree by either the Department of Education, which oversees K-12 schools, or LARA, the regulatory agency that licenses child care centers. In addition, the Department of Education is associated with the Early Childhood Development Corporation (ECIC), which administers Michigan's QRIS (Quality Rating and Improvement System)—formally named Great Start to Quality but more commonly known as the Star Rating System.

These agencies have regulatory power, but also financial power. A center's rating on the Star system determines the rate of reimbursement for children receiving child care subsidies from the state. A level 3 rating increases the hourly rate reimbursed per child by \$.75 per hour, a 4 rating increases the payout by \$1 per hour and a level 5 by \$1.50 per hour above the base rate. Over the course of a school year, these amounts are substantial—equal to thousands of dollars. You don't take subsidized children, so this doesn't matter to you? Think again. In the recent Child Care Relief Fund Grants (April, May and again in September) an additional amount is added to the base grant for higher-rated centers. In April and May, the stipends ranged from \$500 for a 2-star center to \$1500 for level 5. The September grants (opened on October 22) include \$500 for a 1- or 2-star and \$1500 for the top three rating categories. A higher quality school receives more money, and can pass it on in the form of higher wages and better materials.

**CHANGE IS COMING.
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Michigan State teacher certification is required to teach in a public or charter school at K-12 levels. A Montessori credential does not count, so a traditionally certified teacher has to be designated as the lead even when not teaching the Montessori curriculum—or Montessori training has to take place after a traditional teacher is hired. Both of these solutions are costly, and can result in less-experienced Montessori teachers.

The above are real examples. In the early childhood realm, they are very likely the beginning of increased use of the QRIS to determine compensation and/or eligibility for future programs. And what does this all have to do with

the Montessori credential? In a charter school, a teacher's training in the school's curriculum is not considered valid. In the child care licensing and ECIC worlds, teacher training is used to determine a center's compliance with licensing rules (for example, qualifications for Lead Caregiver), and its GSQ star rating. Right now in both areas, a Montessori credential is in the same category as a CDA (Child Development Associate) credential, even though Montessori training includes more clock hours and curricular content, and requires a year-long internship. We have made some progress with regard to the Program Director qualifications, as reflected in the licensing rules instituted in December 2019. However, under the current Great Start to Quality standards, a CDA and a Montessori credential are both in the lowest rated category. For this and other reasons related to the instrument used by on-site assessors to rate a program, *it is impossible for a high-fidelity Montessori program to receive a level 5 Star Rating.*

Michigan's QRIS was instituted for financial reasons: In order to qualify for Federal Block Grant funds, a quality rating system was required. As a result, a program was quickly put together, and the onsite rating tool chosen was the High Scope Program Quality Assessment (PQA). High Scope is headquartered in Ypsilanti, and Michigan is the only state that chose to use the PQA. When the Michigan Montessori Society board reviewed the PQA, it was very clear that the standards were reflective of High Scope curriculum practices, which are highly teacher-centered, and thus very much in conflict with authentic Montessori. And so began the arduous journey toward recognition of the Montessori credential...and that journey is still underway.

A task force called the Michigan Montessori Education Advocacy Network (MMEAN) was formed by the MMS board, and for the past seven years, representatives from MMEAN have been meeting with people at the highest levels of the Michigan

Department of Education and child care licensing. And we have influenced some changes. MDE and LARA people were very surprised that we were unhappy with the rating process. “You have good schools. We thought you would be happy and do well with this system,” they said. “Yes,” we replied, “but our schools are *Montessori* schools, and the PQA is based on High Scope.”

Ultimately, we were directed to meet with High Scope people to revise the PQA—to bring it into line with the Michigan Early Childhood Standards, which have universal goals. The result of those meetings is the PQA-R, which is currently in the COVID-delayed Beta-testing phase.

We have continued to meet with, write to, and call the Lansing people, both at LARA and the Department of Education. We have influential supporters in the field, and have members serving on statewide committees. We have attended national advocacy meetings, and have learned from those who are doing the same work in other states. We have now reached a point where we feel legislative action will be required to move forward. **AND WE NEED YOUR HELP. WHETHER YOU REALIZE IT YET OR NOT, WE ARE ALL IN THIS TOGETHER.** Changes made in the licensing rules or legislation passed will affect every school and child care center.

It is important to note that our work with legislators will be based on the U S Department of Education’s recognition of the Montessori Accreditation Council for Teacher Education (MACTE) standards. MACTE is the accrediting body for Montessori teacher education programs; programs accredited under their auspices must meet strict standards of quality. There are existing online courses that are MACTE-accredited, but also those that are not. Heads of schools and aspiring trainees should be aware of the difference. Certification by a MACTE-accredited training center is required for lead teachers at the 3-6 and elementary levels in MMS-affiliated schools, and also under child care licensing rules to qualify as a lead teacher or program director.

At the beginning of the advocacy process we compiled a list of Montessori schools in Michigan, and contacted them by telephone to gather demographic information: How many students are enrolled in your school? What ages do you serve? How many people do you employ? This information was impressive when presented to the powers-that-be, and resulted in their willingness to meet with us and listen to our thoughts (actually mostly complaints!)

SO WHAT ARE WE DOING NOW AND HOW CAN YOU HELP?

1. We will again be gathering demographic information. Please supply what is requested. There is power in our numbers. We are taxpayers and voters, and our legislators know it.
2. Whom do you know? One of the things we have learned is the importance of personal relationships. Much of the progress in other states has come about by chance encounters or arms-length connections that were nurtured. Do you know a legislator? Do you know someone who does and can make an introduction for you? Do you know local people who would like to assist? Is there someone in your parent body or on your board who has connections? Notify Sue Fitzpatrick (contact info on the front page) of any leads you may have.
3. Join the Michigan Montessori Society, either as a personal member or as an affiliate school. **WE ARE WORKING FOR YOU.** Join in, make your voice heard, stay informed. Consider testifying in Lansing when the time comes. Read every piece of information that comes from Lansing, down to the final paragraph. Licensed centers and homes all maintain a useless Licensing Notebook because we didn’t know there were hearings on the bill that requires it. Let us know any ideas you have that might help.
4. Register your school and/or get yourself listed on MIRegistry. This is going to be the central clearinghouse for all personnel matters, teacher training, and professional development in the very near future.

CHANGE IS COMING. Montessorians will be left behind unless we join together, exert our collective influence, and make our voices heard.

Advocacy Work with Michigan's GSQ program and HighScope CEEE

By Sue Fitzpatrick

Our Montessori Advocacy work began in earnest in 2012 when Michigan early childhood centers were being asked to participate in the Great Start to Quality program. Like other states hoping to receive the 2010 Federal Race to the Top Federal block grant money to expand the supply of quality early childhood programs, Michigan was required to design a Quality Rating Improvement System. Michigan's answer was the Great Start to Quality program. For early childhood programs, this would involve administrative self-assessments and program visits to score a program on its level of quality for the purposes of providing helpful technical assistance, funding, and a public rating score so parents could find highly rated programs.

Our MMS Board members who were heads of schools saw that there was no possibility of Montessori programs scoring at the highest level in this GSQ system - even Montessori schools with national AMS, AMI or NAEYC accreditations. Publicizing these ratings would be detrimental for us. The state does not recognize our teacher credentials at the higher levels of other training, and the classroom environment rating scale was frustrating, heavily developed on HighScope practices. This Preschool Quality Rating instrument - PQA - was only being used for Michigan's QRIS and nowhere else in the country.

Our fledgling advocacy group wrote to the Great Start Quality Core Committee in Lansing with our concerns - and our common goals to improve the quality and access to early childhood programs. We provided a cross-walk with Montessori curriculum and the PQA to illuminate that the issues were not ones of quality, but pedagogical philosophy in achieving the same goals - which Montessori programs have been doing for decades. The Committee was very gracious and met with us three times in Lansing beginning in January 2013. They invited us to form a QSG Montessori work group for consultation. The Committee arranged for

phone calls in 2014 with Ann Epstein, the main author of the HighScope PQA, to discuss differences. They also arranged for us to speak with the directors of the Center for Early Education Evaluation in Ypsilanti, which was reviewing the PQA. Those directors invited our workgroup to provide input into a revision of the PQA with them. The directors visited several authentic Montessori environments and we met together several times crafting language that would identify high quality or inadequate quality in a Montessori environment within the various focus indicators. We attended HighScope conferences to increase understanding. One of our members became a state PQA validator in order to rate Montessori environments with the various revision trials in order to gather data on how Montessori programs scored with the new indicators and to review this data. In April 2019, we were invited by the GSQ Central Resource Center to give a

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Montessori 101 training session to PQA validators to help them recognize Montessori indicators of quality within the PQA rating scale.

Our work with HighScope and its CEEE international research organization spanned from 2014-2018. The State's GSQ program itself is undergoing a Federal review. There is no decision yet as to whether the PQA-R will be used in the future as the classroom environment rating scale, or if another instrument will be chosen, like the ECERS-R or CLASS.

This work takes time; maintaining relationships is essential. Focusing on common goals and offering to assist the group in work that affects us is important too. Please stay abreast of the state policies that affect you - and bring your passion, and your network, and stories of your experiences to assist us in our Montessori advocacy effort.

What's Next? ...One Montessorian's Response to the Pandemic

By Shannon Tyrybon

Many of us have returned to school, some are still at home....waiting. Still others have found a third alternative. The following is from our newest board member, Shannon Tyrybon who responded to the needs of her former students now in public school and created a "pod" to give them support in their online school work, created activities to enrich their days and allow parents to continue to work.

It was July when I started telling people that my husband and I decided to keep our three children home from school. They would instead be doing self-paced, online schooling. My seventeen year old, fifteen year old, and nine year old had already spent the past four months with the everyday rules of learn something, cook something, clean something, and do something nice for someone else, and we had a nice flow going. Our social media

being reduced at the Michigan Montessori Training Center due to Covid restrictions



The first week of school, we built our own work tables.

and that I was looking forward to having a bonus year as a stay at home mom, the requests to take care of other people's elementary aged kids started coming in. I felt



Food prep lives on!.

posts were filled with home improvements, ping pong ball trick shots, a homemade Rube Goldberg machine birthday celebration, and lots of dog walks. To be honest, we were handling the quarantine as a family, at least most days, pretty well. But I know not every family was as fortunate as ours. As soon as I started talking openly about my workload



Gardening, cooking and composting are part of our daily lives

like I was walking into a truly “follow the child” moment, not knowing what to expect, but still having an incredible amount of faith in the children and in the space I could prepare. The lesson plan I made for my life this year was supposed to be giving workshops, observing, and guiding new teachers in classrooms, and yes, making some money. But here I was with a lesson plan that was not matching the situation or the people that were in front of me. So, in true Montessori faith I adapted, I prepared, and I leaned into where the natural need was at that moment.

I took our living room (that had previously been holding family ping pong championships) and turned it into a classroom, peace corner included. I created a space in our kitchen for school dishes and snacks. We upgraded our



Working outside.

internet and added more plug outlets for the children who would have zoom meetings and online work. In our backyard, we built a fort between two pine trees and added more hanging swings to our giant maple tree. I wrote a long email to parents about trust, health, and expectations. Although every parent offered to pay more, we agreed on \$50 a week, and that would include offering breakfast, snacks and lunch to each child as well. I definitely could have charged a lot more, but I personally

couldn't ask for them to spend more than what I could afford myself during this time.



Our tree full of swings provides the perfect break space

We are all a little broke right now. What we needed was to build a community based on trust and generosity, not on who could afford it. I then summoned all my education, experience, and sense of humor and on August 31st we started. My husband, who is working from home, is in charge of lunch prep with the kids, dishes and teaching the recorder. My patient fifteen-year-old daughter is the fourth and fifth grade tutor. My seventeen-year-old



Playing in the tree fort

son is our technical life saver. And my gossip loving nine-year-old son is the editor of the school newsletter. I am mostly with the



Making fresh cheese ravioli is a pod favorite

younger kids who need more support with learning online and I communicate a lot with the parents as well as with the children's real teachers. It is nine elementary kids in all, with basically the same rules I started my own kids in during quarantine: learn something, cook something, clean something, and do something nice for someone else at least once a day. With the exception of one child, they are all my past Montessori early childhood students, so my expectations in terms of respect, responsibility and kindness have already been formed in



Everyone is learning the recorder, virtual concerts to come.

them for the three years when we were previously together. The different online learning schedules and programs are a lot to stay organized with. The health risk that my family is taking on has obviously increased. Our balancing of a personal family life with a "school" in our home has taken some sacrifice. But this experience in terms of value and joy has already been paying it forward. To check if I am still accomplishing what Dr. Montessori asked of us, I always go back to the four characteristics of normalization: concentration,



Upgraded internet makes it possible for the kids to work outside as well.

socialization, self-discipline, and love of work in the child. I believe, in a very adapted format, my kids are still achieving this. At no point did Maria Montessori ask us to have total control, to have all the answers, or to take no risks. She wanted us to strengthen ourselves spiritually, ground ourselves in the philosophy, prepare the environment appropriately, and then to have faith in the child. I know the path I am on right now is not meant for everyone and in no way can I claim it as even being "Montessori". At its base it is just some Montessori graduates with the willingness to remain normalized in such an un-normal time.

I am grateful for those with the ability to stay in our schools, I am respectful of those who needed some time off, and I am inspired by others who are creating new ways to help families in need. We are all continuing Dr. Montessori's legacy of peace, and it's ok if that looks a little different right now.



Our indoor classroom.



Relaxing by the creek with friends in between lessons.

Anti-Racism Resources for Montessori Educators

While we are focused on keeping the children in our care safe from the Covid-19 virus, we can't help but be impacted by the political maelstrom that is crashing around us. Here are some resources for you that will help you speak to your children about the events and protests that are currently happening in our country. If you have found anything to add to this list, please share it with us. This list was compiled by Julie Harrison and Sue Fitzpatrick. Thank you for your work on this on our behalf.

"Education today, in this particular social period, is assuming truly unlimited importance. And the increased emphasis on its practical value can be summed up in one sentence: education is the best weapon for peace."

"We must be humble and root out the prejudices lurking in our hearts. We must not suppress those traits which can help us in our teaching, but we must check those inner attitudes characteristic of adults that can hinder our understanding of a child."

*Maria Montessori
- The Montessori Method*

Resources for Talking With Children

How to Talk to Kids about Racism and Racial Violence- Common Sense Media

https://www.common sense media.org/blog/how-to-talk-with-kids-about-racism-and-racial-violence?j=7820328&sfmc_sub=197397486&l=2048712_HTML&u=147424452&mid=6409703&jb=476&utm_source=media_nl_20200605&utm_medium=email

Dr. Laura Markham- They're not too young to Talk about Race:

<https://www.ahaparenting.com/ask-the-doctor-1/talking-with-children-about-racism-police-brutality-and-protests>

Trillium Montessori - A compilation of resources for talking with children about racism

<https://www.trilliummontessori.org/resources-talking-children-race-racism/>

The Conscious Kid website

<https://www.theconsciouskid.org/resources>

Teaching Tolerance - Guide by children's ages

[Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice](#)

Talking Race with Young Children (National Public Radio)

Graphic chart by age

[They are not too young to talk about race](#)

Curriculum Lessons

Teaching Tolerance -

https://www.tolerance.org/the-moment/june-1-2020-black-lives-matter?utm_source=Teaching+Tolerance&utm_campaign=1189081619-The+Moment%3A+Black+Lives+Matter&utm_medium=email&utm_term=0_a8cea027c3-1189081619-100979057

Maple Tree Montessori Academy: Healing Humankind (upper elementary level)

<https://www.mapletreemontessori.com/online-lessons/we-are-all-different-but-the-same/>
<https://www.mapletreemontessori.com/online-lessons/the-golden-rule/>

<https://www.maplefreemontessori.com/online-lessons/race-and-racism/>
<https://www.maplefreemontessori.com/online-lessons/read-aloud-stories-on-race-and-racism/>
<https://www.maplefreemontessori.com/online-lessons/healing-humankind-3/>

The 1619 Project - [The 1619 Project](#)

The 1619 Project Curriculum - <https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum>

Educolor -<https://www.educolor.org/resources/>

A Call to Action for White Educators Who Seek to Be Anti-Racist <https://www.pbs.org/education/blog/a-call-to-action-for-white-educators-who-seek-to-be-anti-racist>

Books for Children

*Read Aloud Books – the books with * are accompanied by video read-aloud on Youtube:

***Why do We Have Different Skin Colors?**

<https://www.youtube.com/watch?v=MpZeC-c2ilg>

***We Are All Different**

<https://www.youtube.com/watch?v=G1avMGuHwuU>

***Being Different is Beautiful** by LittleSikhs.com

<https://www.youtube.com/watch?v=KJ1yqFknjYo>

***All About Acceptance** (song for kids about accepting others)

<https://www.youtube.com/watch?v=oODXem4oRp0>

***The Other Side** by Jacqueline Woodson

<https://www.youtube.com/watch?v=Wx0L8QH0Eo8>

***Woke Read Alouds: Wings**

<https://www.youtube.com/watch?v=igVgZVBS-oY>

***Let's Talk About Race** by Julius Lester

<https://www.youtube.com/watch?v=zoDUJY9u9Jw>

***Civil Rights Act of 1964 | Montgomery Bus Boycott for Kids | Rosa Parks and Martin Luther King**

<https://www.youtube.com/watch?v=WKEGou1zPII>

***Skin Again** Read Aloud

<https://www.youtube.com/watch?v=zIHu5nIYMwI>

***Civil Rights: A Kid-Friendly Explainer** | BrainPOP

<https://www.youtube.com/watch?v=ipm-sQZsr8g>

***Elementary Students Talk About Slavery and Race Relations**

<https://www.youtube.com/watch?v=CWMIFX2b3NQ>

***CHOCOLATE ME!** by Taye Diggs . Narrated by Deshanta B

<https://www.youtube.com/watch?v=vFFAMevd0hA>

***RACISM** by Carol A. Ryder

<https://www.youtube.com/watch?v=yqwgmyXuZts>

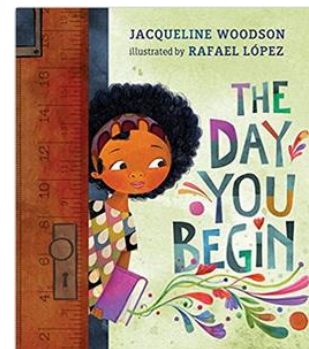
***Not My Idea - A Book About Whiteness**

<https://www.youtube.com/watch?v=-yafHWbDisI>

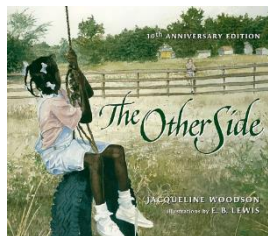
***The Germ: How to talk to Kids about Racism and Diversity**, Children's Book

<https://www.youtube.com/watch?v=50PfrKY4ZCI>

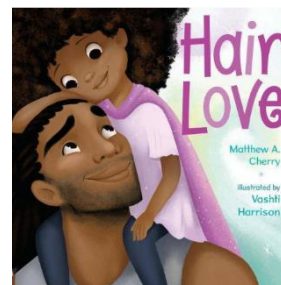
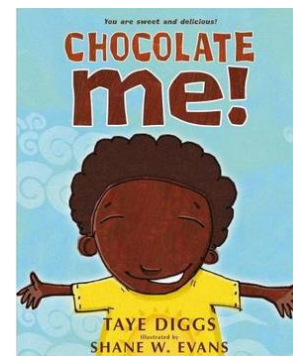
The Day You Begin is about embracing all those things that make you stand out no matter what they are. We all need to find courage to connect, even when you feel scared and alone. There will be times when you walk into a room, and no one there is quite like you.



Clover's mom says it isn't safe to cross the fence that segregates their African-American side of town from the white side where Anna lives. But the two girls strike up a friendship and get around the grown-ups' rules by sitting on top of the fence together.



With its universal themes of wanting to fit in, self-acceptance, and self-esteem, this read-aloud offering is sure to strike a chord with many young readers/listeners, and on a variety of subjects, not just race



It's up to Daddy to give his daughter an extra-special hair style in this ode to self-confidence and the love between fathers and daughters, from former NFL wide receiver Matthew A. Cherry and illustrator Vashti Harrison

***Let's Talk About Race**

<https://www.youtube.com/watch?v=B6-UNrI2k1>

***Something Happened in Our Town**

https://www.youtube.com/watch?v=GjK_MEjb6GQ

***Separate Is Never Equal**

<https://www.youtube.com/watch?v=y5x3vpSKLko>

***OK Boomer. The Children's Book. By Brad Gosse**

<https://www.youtube.com/watch?v=LBFuecLFVI>

***Ask Embrace Race: Our son complains about his dark skin color. How can we help?**

<https://www.youtube.com/watch?v=38p7CR2C qY>

***Children's Book Characters of Color, a Fictional Tale**

<https://www.youtube.com/watch?v=-x8ZtsvWMtU>

***"Grandpa, Is Everything Black Bad?"**

<https://www.youtube.com/watch?v=HrBCgD6eCyk>

***This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do The Work"** Paperback -For Teens and young adults

<https://www.amazon.com/This-Book-Anti-Racist-lessons-action/dp/0711245215>

Bein' With You This Way by Harcourt School Publishers

***Get Up, Stand Up: (Preschool Music Book, Multicultural Books for Kids,** Diversity Books for Toddlers, Bob Marley Children's Books) <https://www.amazon.com/Get-Up-Stand-Bob-Marley/dp/1452171726>

***It's OK to be Different: A Children's Picture Book About Diversity and Kindness** Paperback

<https://www.amazon.com/Okay-Different-Todd-Parr-Classics/dp/0316043478>

***A is for Activist Board Book** <https://www.amazon.com/Okay-Different-Todd-Parr-Classics/dp/0316043478> "Reading it is almost like reading Howard Zinn's A People's History of the United States, but for two-year-olds—full of pictures and rhymes and a little cat to find on every page that will delight the curious toddler and parents alike."—*Occupy Wall Street*

Other Lists of Resources

Books by Black voices for kids arranged by age:

https://www.littlepassports.com/blog/educational/black-voices-book-list/?j=38384&sfmc_sub=16833426&l=232_HTML&u=595482&mid=110005809&jb=194&utm_source=SFMC&utm_medium=email&utm_campaign=2020.06.04_Content_ReadingList&content=2020.06.04_Content_ReadingList

43 Books on Racism from the Chicago Sun-Times:

file:///Users/sue/Downloads/Books%20on%20racism_%20FOR%20d%20kids%20-%20Chicago%20Sun-Times.pdf

Social Justice Book List by the National and State Teachers of the Year-

https://38d0bb3d-2517-4043-89a9-354034a1c74f.filesusr.com/ugd/c6fe9d_afe92eb8dbaa45328cae91c9a8001c36.pdf

Resources for Educating Ourselves

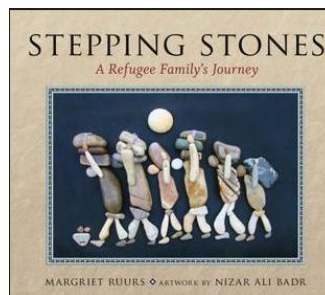
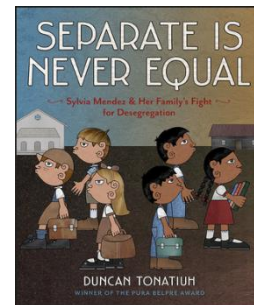
The Charles Wright Museum of African American History: <https://www.thewright.org/exhibitions/wright-now>

Youtube – “Uncomfortable Conversations with a Black Man” - themanacho; <https://www.youtube.com/watch?v=h8jUA7JBkF4>

Essay – “My White Friend asked me to Explain White Privilege, I Decided to be Honest”

<https://www.yesmagazine.org/opinion/2017/09/08/my-white-friend-asked-me-on-facebook-to-explain-white-privilege-i-decided-to-be-honest/>

“Separate is Never Equal” is a book set in the United States about a Hispanic family (all US citizens) who were not allowed to attend a white school. This book is a factual book about the first fight for the desegregation of the public schools.



Stepping Stones:

tells the story of Rama and her family, who are forced to flee their once-peaceful village to escape the ravages of the civil war raging ever closer to their home. With only what they can carry on their backs, Rama and her mother, father, grandfather and brother, Sami, set out to walk to freedom in Europe. Nizar Ali Badr's stunning stone images illustrate the story.

Book Titles on issues of Racism and Justice:

- *White Fragility: Why It's So Hard for White People to Talk about Racism* by Robin DiAngelo
- *How to Be an Antiracist* by Ibram X. Kendi
- *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do* by Jennifer L. Eberhardt
- *Raising White Kids* by Jennifer Harvey
- *So You Want to Talk About Race* by Ijeoma Oluo
- *The Black and the Blue: A Cop Reveals the Crimes, Racism, and Injustice in America's Law Enforcement* by Matthew Horace and Ron Harris
- *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson
- *The Fire Next Time* by **James Baldwin**
- *Why I'm No Longer Talking to White People About Race* by **Reni Eddo-Lodge**
- *They Can't Kill Us All: Ferguson, Baltimore, And A New Era In America's Racial Justice Movement* by Wesley Lowery
- *Hood Feminism: Notes From The Women That The Movement Forgot* by Mikki Kendall
- *Ain't I a Woman: Black Women and Feminism* by Bell Hooks
- *Between the World and Me* by Ta-Nehisi Coates
- *Stamped: Racism, Anti Racism, and You* by Jason Reynolds and Ibram X. Kendi
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexanderhooks
- *Open Season: Legalized Genocide of Colored People* by Ben Crump
- *From Slavery To Freedom: A History of African-Americans* by John Hope Franklin
- *The Third Reconstruction: How a Moral Movement Is Overcoming the Politics of Division and Fear* by Jonathan Wilson-Hartgrove and William Barber II

MMS Standing Committees

Advocacy – Sue Fitzpatrick, Chair, Mary Lamos, Julie Harrison, Shannon Tyrybon, and Kay Neff.
Sub-committee members are Susie Hyatt and Sue Cherry

Affiliation – Shawn Gasiorowski, Chair, Shannon Tyrybon, Erin Compton

Financial – Kay Neff, Chair, Mary Lamos

Membership - Sue Szczesny, Chair, Kathy Smoko

Newsletter - Karen Lumsden, Chair

Website – Mary Lamos, Chair, Julie Harrison, Kathy Smoko

Workshop – Mary Lamos, Chair, Sue Szczesny, Kay Neff, Erin Compton, Shannon Tyrybon, Theresa Weber, Cyndi Iannuzzi, Kathy Smoko. Julie Harrison

MMS Workshops...reinvented.



As you may remember, the spring workshop was cancelled in the midst of the COVID-19 pandemic. Since then the Michigan Montessori Society board has been working diligently to reinvent our workshop model. For the foreseeable future, virtual workshops may be the safest way to maintain connections to the Montessori community. As a replacement for the spring workshop, the MMS board is pleased to announce our first Virtual Workshop via Zoom. We have secured two renowned members

of our Montessori community, Rosemary Quaranta and Jennifer Nolan, to present a virtual workshop via ZOOM. They will present Practical Life and Human Fulfillment on Nov. 21 from 9 am to 12 pm .

Human Fulfillment is the essential Cosmic Task. Humanly, lovingly, filling yourself through the care of oneself, care of others, harmonious social relations and all done through purposeful movement. These are the 4 interwoven threads of the Practical Life curriculum. These result in the essential fabric of concentration, organized thought, independence, refinement and control of movement, self-confidence, and a lasting sense of community built on empathy and compassion, which leads to service of others. This workshop will revisit the aims of the Practical Life activities for Early Childhood and Elementary Classrooms and provide new answers to the question: Why does the child need Practical Life? We will assist you in shifting your mindset and awareness away from the “essential” Practical Life curriculum to the ways you can combine Social Relations (also known as Grace and Courtesy) to form the foundation of your classroom. Come fall in love with Practical Life all over again!



This opportunity is initially being offered only to those that were registered for the MMS spring workshop as a way of saying thank you for your continued support. We request confirmation of your attendance by Friday, November 6 to kathy@mmsoc.org. After November 6, if space permits, registration will be offered to new registrants.

You will receive another email the day before the workshop regarding the sign in procedure along with the necessary handouts. We are committed to a smooth delivery of this event to your home and look forward to seeing you on November 21st.

We are committed to offering our members opportunities to gain a deeper understanding of Montessori’s insights, but realize that virtual presentations have limitations. As we continue to learn more about this new communication design, we hope to fulfill the needs of all our members.

Please note: This will be a live presentation. We hope to provide an opportunity for attendees to ask questions via chat during the workshop.



MMS - What's In It For Me?

Individual membership and school affiliation in the Michigan Montessori Society help you keep in touch with other active Montessorians! Networking with others committed to promoting authentic Montessori programs is vital to your professional growth. Don't miss the opportunity to join our vibrant organization.

- MMS presents two professional development seminars every year. Members enjoy a significant reduction in seminar fees.*
- A newly designed website has launched! We continue to work on ways to make your experience as a MMS member more timely and exciting!*
- You can register for seminars and become a member online using your credit card.*
- MMS publishes a newsletter online, posts job openings, promotes educational opportunities and disseminates other helpful information.*
- Because most MMS communication will be sent electronically, it is imperative that you provide us with your email address. Please be assured that we do not sell or share our electronic list with anyone.*
- We have also assumed the important task of advocating for Montessori education at the state level. There is power in numbers; your membership supports our efforts (see MMEAN articles above).*
- You will be notified when affiliated schools offer mini workshops that may interest your staff.*

The Michigan Montessori Society's objectives are to:

- Broaden understanding of the Montessori method*
- Encourage the growth of Montessori education*
- Act as an information center*
- Support existing schools*
- Provide professional development*

In order to continue to receive these benefits and more, join MMS today!



New Feature coming to your MMS Newsletter! In future newsletters, we will include a section, "For Sale, For Trade, For Free!" If there are materials or services you'd like to offer, you may send a short description or picture of your items and we will post as many as possible to help you transition them to new homes. Please send requests to Kathy@MMSOC.org