

Board Notes.....from our MMS board member*Cyndi Iannuzzi*

Thirty-one years ago, when I completed my AMS training, I would have never thought that it would transform me and become the guiding force in my life. Granted, life was different in the 90s. I was in my twenties and,

landing a job in a school was a great opportunity to make steadier income than I had made as a waitress. My early days as a Primary Montessori guide taught me so many things about myself and humbled me to the understanding that I had a lot to learn. It took me a while to develop the tact to say difficult things to parents. It also took time to develop a sense of flow with the children, a flow that honored Montessori's philosophy, where children are free to choose.

Perhaps the most profound discovery I made about myself is that I know now that I can be a patient person. My family and friends were shocked when I first told them that I was going to be a Montessori teacher, working with young children. But through the years, my effort to become a good Montessori teacher led me to develop the practice of patience every day, in the classroom, with the children. I have discovered that I am my best self when I am being patient with the children. And yet, patience is not the only thing that is required to be effective in the classroom. Being a Montessori guide requires a need to grow and learn because we are never done with our training. I have been fortunate to work at

MMS
Autumn
Virtual
Workshop
**Relighting
Our Flame**
Nov. 12, 2022
9:00-12:00
Registration is Open

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a school where the head of school values the importance of professional development. Attending Montessori conferences has provided inspiration and a refresher of the materials so that I can continue to guide the children in their development.






In the early years of my journey, I was very fortunate to have the late Pat Moore as my supervising teacher, and it was she who set a beautiful example of what it meant to be a Montessori guide. I watched Pat handle difficulties with children with such love and tenderness. She also showed me the importance of preparing the environment with tremendous care and intention. I can always look back on how Pat would handle herself during stressful situations to help me conquer my struggles with parents, children, and staff. A – b

In 2013, after completing my AMI training, Pat introduced me to Michigan Montessori Society because the board was looking for people who would share their talents and skills with the Montessori community in Michigan. My time serving as a board member has enabled me to network and interact with people whom I respect – people like Una Barry, Sara Werner, and Jesse McCarthy, just to name a few. Being a part of MMS has also allowed me to stay current with ideas and conversations that are occurring globally in Montessori. I cannot say enough about the board members and how hard they work to build community in our state. They are guides, administrators, moms, grandmothers, and just the hardest working bunch of ladies I’ve come to know.

I am currently at a point in my Montessori journey where former students are going to college, getting married and having babies. The one resounding theme I hear is that their Montessori foundation has had a lot to do with their successes and accomplishments. Recently a former parent shared with me that her children’s teachers would say that her children were “kind and helpful, curious about the world as well as hard working.” Hearing that affirms that Montessori education can change the world for the better. I consider myself so fortunate to have an occupation that I love. I am still a work in progress, but I am enjoying the journey.

Covid Immunization Status is Available on MCIR

You can now check your children’s Covid status on MCIR. The OB (Outbreak) roster will give you student information on Covid vaccinations. You will need to create a separate OB roster as Covid vaccination is not required and so cannot be listed on the required immunization roster. If you have difficulty creating your OB roster, please reach out to www.mcir.org. They update the children’s immunization status periodically. The codes for the immunization level are:

-  – Complete - All recommended doses in this series have been received
-  – Incomplete – Currently needs immunization
-  – Overdue – Past recommended date for the dose of vaccine
-  – Up-to-date – Additional doses recommended in this vaccine series, but it may not be time for the next dose.
-  - No evaluation – Child may be too old or young for the site status.

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.

Montessori Essentials

By
Denise Van Pelt

Montessori Public Policy Initiative (MPPI) is a joint collaboration between AMS and AMI/USA. As the experts on Montessori policy and advocacy, MPPI unites, supports, and equips the Montessori community, creating an effective advocacy voice for authentic Montessori education. MPPI drives education policy change so that all children have access to the gifts of a Montessori education.

Michigan Montessori Educators Advocacy Network (MMEAN) is working closely with MPPI in our efforts to secure equitable recognition for Montessori teachers. This work is being done in connection with LARA and MDE. Recently, Michigan Montessori Society (MMS) adopted the MPPI Essential Elements as standards for Affiliate and Member Schools. This article examines one of the Essential Elements of an authentic Montessori program.

Montessori Essentials #4 - *Instruction characterized by a high degree of freedom given to the student to choose what to work on, where to work, and how long to work.*

In our classrooms, students of mixed ages can be seeing engaged in works, using the Montessori materials, though to fully align with the fourth Montessori essential there must be more to this. The concept of freedom within limits is embedded in this fourth essential element.

A well-trained Montessori guide will know well enough how to give lessons using the material and will have set up the environment to foster the learning. The students will then be allowed to move to work options which hold their interest at some point during the



school day. Students who are allowed to have the freedom to work on lessons when their interest is highest gain more from the work before them.

This essential element is present for many reasons. First, the quote from Maria Montessori, *“Follow the child, but follow them as their leader”* offers insight. Students are given the lessons at the right time and permitted to use the material until they are satisfied with what they have accomplished. Guides know their students well enough to know where the students’ interests are, where the children are in their development as well as in their academic progress. The guide then may choose lessons which follows the child in these areas.



Classrooms which allow the child to choose their own work and offer the freedom of where to work accomplish two key parts of this essential element. However, the child must also be given the freedom of time. Students who feel rushed may not demonstrate full interest in the work before them. The permission to do the work until full completion offers the child the opportunity to perfect the work. An example of this would be the child who sits with

a pouring work who is given the time to pour from one container to the other over and over until the pouring itself answers an inner drive the child has. The facial expression the child has after this task is completed frequently shows the satisfaction of the uninterrupted work. As Dr. Montessori says *"... when the cycle is completed, the child detaches himself from his internal concentration; refreshed and satisfied, he experiences the higher social impulses, such as desiring to make confidences and to hold intimate communion with other souls."*

In the upper grades, the uninterrupted work time allows the children to fully immerse themselves in the work and to move within it well enough to internalize the concept before them. Students who are interrupted must start over and may not be able to fully internalize the concepts which the work covers.

When this fourth essential element of Montessori is fulfilled, the environment is one where the students, guided by the adult, may make choices in their work including what to work on, where to do the work, and how long to work. When the classroom structure offers this freedom, the opportunity for a high level of success becomes apparent.





MMS Virtual Autumn Workshop



Reigniting Our Flame

with

Jesse McCarthy

Our presenter, Jesse McCarthy, has been in education for nearly 20 years. He received his B.A. in psychology from the University of California, Los Angeles (UCLA) and his Montessori teacher's

diploma for 3- to 6-year-olds from AMI's Montessori Institute of San Diego (MISD). Through his career he's worked with thousands of children, teachers, and parents — as an elementary & junior-high school teacher, a Head of School for infants to 8th graders, an executive with a nationwide group of private schools, and a teacher-and-parent mentor. Jesse has spoken on early education and child development at Montessori schools across the globe, as well as at popular organizations in and outside of the Montessori community. Jesse is the host of The Montessori Education Podcast, a platform where the topics revolve around Montessori, raising children and educating students while bettering ourselves alongside them.



Montessori Is About Us Too

"The child developing harmoniously and the adult improving himself at his side make a very exciting and attractive picture." Maria Montessori, *Education and Peace*

In our early education world, we of course focus on aiding children. But what about us adults? In this workshop, we dive into how Montessori is actually a real-world philosophy for all ages. We'll discuss how Montessori is not only an "aid to life" for boys and girls to develop into successful men and women, but also a way of life that can bring out the best in "grownups," too. Given the challenges in our field over the last few years — and challenges is probably too light of a word — we will emphasize reigniting our passion for Montessori education, in

principle and practice, to help turn otherwise normal days at school into inspiring moments we will cherish forever.

Community Refreshed

“Whenever we entered a classroom, I distinctly felt that a new and sweeter spirit pervaded the place, and that the children were, in an indescribable way, set free.” Miss Anne E. George, Maria Montessori's first American pupil

Our Montessori classrooms, when at their best, have a “sweet spirit” that can almost be felt. And there’s a freedom in such environments that, at times, almost seems more pure and complete than much of our own adult experiences. In this workshop, we discuss how to ensure we are actually helping to build such “sweet spirited” and “free” communities — in our classrooms, in our schools, and in the broader world beyond our doors. Our discussion around community will be realistic and actionable, however, not sugar coated. For instance, we’ll cover how to handle difficult conflict in our work, between child and child, teacher and teacher, teacher and parent, and more. Ultimately, “community” is not merely a feel-good word we hear at Montessori conferences and have in on our school brochures. It’s something more meaningful, something that can bring deep joy to all of our lives, young and old alike. But as with anything else that’s meaningful in life, building (and maintaining) community takes work — and this workshop is a refresher on what that work looks like in the real world. Bring any questions or troubles you’re currently facing, as there will be time for Q&A.

Leaders Roundtable

A roundtable discussion (30minutes) among the MMS Board and Jesse McCarthy. Topic(s) picked by board members. Jesse will share context/insight from his own work in Montessori over the years as well as from his time with Montessori school leaders across the country.



Stabilization Grant for Staff Training

The third round of childcare stabilization grants will soon be distributed and you may be trying to think of ways to make use of it. Did you know that the funds can be used to pay for or reimburse employees for tuition and education expenses? This includes **MMS workshops**, which count toward your staff’s annual professional development requirements. The fall 2022 MMS workshop will be held virtually on November 12, and registration is open now.

Our Newest MMS Board Member...

Jasmin Reynolds

Hello MMS Members,

My name is Jasmin Reynolds, the newest member of the MMS board. I am excited to begin my role within the MMS. I am also starting my first year as a lead teacher at Ferndale Montessori. I discovered Montessori education in 2015 as I was completing my degree in social work at Wayne State University. I was employed as a teacher's assistant at Ferndale Montessori Center for six years before beginning my Montessori certification in 2021. The parallels I found between Maria Montessori's philosophy and the social work principles encouraged me to shift my career to Montessori education. With the background in both Montessori and social work, I find that it gives me a unique perspective that sees the whole child in the context of his or her family. I advocate for the students in my class on each level of development and ensure that they are happy, healthy, and confident. I create a working relationship with the families in my class on behalf of the child. The aim is to create a level of consistency between their home and school life. Additionally, I prepare a classroom environment that increases the child's independence, self-reliance, confidence, and passion for learning.



One of my favorite aspects of Montessori philosophy is the emphasis on peace education. During my time as a teacher's assistant at Ferndale Montessori Center I often passed a parent bulletin board where information about upcoming events was posted. On this board a Maria Montessori quote was printed and framed, "Preventing conflicts in the work of politics, establishing peace is the work of education." Throughout my years in the roles that I have had at FMC, I often thought of this quote. So much of peace education comes in self-awareness, social and emotional intelligence, and giving the child access to a cosmic education. It is a gift that we have the opportunity to teach these lessons to our students during their time in a Montessori classroom. I am excited to be of service to the Michigan Montessori Society and will work to expand the work of education within our Michigan Montessori community. I look forward to continuing to learn and grow in this new role.

Outside of work, I enjoy spending time with my family. I appreciate traveling to locations that have tourism based on their local history. I have a deep appreciation for the Michigan wildlife and biomes and love observing the changing of the seasons. I look forward to meeting my fellow Montessorians at future conferences. Thank you for having me on the MMS board.

Senate Bill 1010 and Your Voice

By Denise VanPelt



The Michigan Montessori Education Advocacy Network has been working on moving [Senate Bill 1010](#) into law. This legislation is a pathway for Montessori educators to obtain a Michigan teaching license. This means the teacher certification process for Montessori educators to become licensed to teach in the state of Michigan will be streamlined. The bill acknowledges the Montessori teacher preparation through either AMI or AMS accredited by MACTE is rigorous and covers critical areas which prepare future educators for the classroom.

First, I want to briefly tell you my Montessori story. I am a Montessorian and have been since I attended Gateway Montessori School in Royal Oak, Michigan when I was three years old. My Montessori path continued when after I earned my bachelor's degree, I obtained my AMI diploma. I taught for several years in a private Montessori school, but was not able to teach in a public Montessori school as I did not have a state teaching license. To become state certified, I had to return to graduate school and pass a test prior to being able to move into the public sector. This cost both time and money. This is where I want your story to be different, and with the passing of Senate Bill 1010 it can be.

Senate Bill 1010 will help the state of Michigan in several ways. The first is helping to relieve some of the teacher shortage. Currently the teacher shortage is taking a toll on many schools. This bill will grow the pool of candidates to fill teaching positions. A second way is by preparing teacher candidates to be fully prepared to teach in the schools with little to no additional cost to school districts. Montessori educators will still be required to meet the high standards which the state requires, including having a bachelor's degree, being certified in CPR and passing the Michigan Test for Teacher Certification. Montessori educators will also be required to take three credit hours of diagnostic reading courses within the first six years of certification.

As a Montessorian, this bill is one I hope will become law. I implore anyone who agrees with me to think about how a single voice makes a difference. You have several options to help move Senate Bill 1010 into law. Here are a few examples of what you can do: First, contact your district's senator. You may use the talking points which can be found [here](#), and you can also invite your district's senator to visit a Montessori school. You may write testimony telling why this bill is important to you. For other ways you may use your voice to advocate for Bill 1010, click [here](#). The most recent way to help is to sign the petition which is on [change.org](#). If you would like to support MMEAN or would like more information, you may send an email to us at michigan.montessoriadvocacy@gmail.com.

Focus on Schools: Ferndale Montessori Center

...a neighborhood school



Ferndale has been home to Ferndale Montessori Center for over 40 years. Our school is in a residential neighborhood and we work hard to model what it means to be a good neighbor. The school was opened in 1981 by Mary Lampard and we have been caring for children ever since. Mary was a caring mentor who set the tone of respect with staff, parents, and children. Emily Myers was hired in 1999 with her toddler in tow and worked as a preprimary teacher for nearly 25 years. Emily now serves the FMC community as director, owner, and extended day lead teacher. Many of the teachers and staff have been with us for over ten years. Some of the team members have worked together so long that we complete each other's statements. Our strongest asset is our employees who deliver a consistent message to the children, layered with a tone of respect.

We are a woman-owned business that employs many females who are in different stages of their life and teaching journey. We also have the blessing of having an adult male on staff who is a wonderful example of what a good man acts like. We aim to model empathy and understanding for each member of our team just like we do with the children. Life sometimes has bumps and we support each other through those moments. All the staff members are valuable, and we recognize everyone's talents and strengths with children. A classroom teaching team is seen as a marriage. Everyone has a unique role with responsibilities, but each person must pull their weight and be accountable. The children are watching the interactions between adults, and we model what good communication and problem solving looks like to our young observers. Ultimately, we work together and support each other for the benefit of the families at our school. This unified front makes a difference for our children and families as we guide our families through parenthood with Montessori principles to direct us. Our petite school allows us to have a unique small-town feeling to it—which allows us to have the dynamics that we do.



We have two programs: The Toddler program is designed for children between the ages of 18 months and 3 years. The Pre-Primary program serves children from 3 to 6 years old. This is a three-year environment with two years of pre-school and the final year as kindergarten. Our center is open from early in the morning to 5:45p.m. We understand the stress of a long day and help the children who also have that schedule learn the self-regulation skills they need to handle their day successfully.

Our center follows the philosophy of Maria Montessori.

Some basic points of Montessori philosophy are:

- Children learn how to care for themselves, care for others, and care for their environment.
- Children learn to “self-regulate”; soothe themselves when they are sad and listen to the signals of their bodies.
- Children learn empathy, tolerance, and compassion towards others.
- Children learn to communicate effectively and express their thoughts and feelings to others.
- Children learn how to solve conflicts.
- Children discover that learning never ends and they own their education.

Instead of just following a “rule,” children learn that they, personally, are an integral part of what it takes to achieve the “peace” at their school. Our hope, of course, is that they carry on with this idea in years to come.



Helping children reveal themselves is a gift and sharing this journey with families is our mission.

Attracting and Retaining Montessori Teachers and Assistants

by Karen Lumsden

A career, or just a job? Deciding to join the staff of a school should be a thoughtful decision. Will this environment provide opportunities for my professional growth? Are the people I will work with supportive of each other? Do they have strengths I can learn from? Or is this a job that will pay the bills until something better comes along? These are life decisions that people make when considering a new position. The following are two stories of Montessori teachers which highlight some of the issues facing our Montessori community.

I accepted a new job. The school was in a lovely building with a unique outdoor area. The salary offered was good and I was looking forward to meeting the children that I would guide through the Montessori environment I would prepare.

I entered the classroom that had basic Montessori materials, but little in the way of extension materials that I assumed would have been available to me as the school had been in operation for several years. I was informed that I would be required to bring in / create those materials at my own expense. I got busy. Fortunately, the public library was close because I soon discovered that if I wanted to read stories to the children, I would have to bring in books myself!

The room was ready for the children on the first day of school, but I quickly realized it was not ready enough for this school. The parents' expectation was that paperwork the children did in class would be sent home every day...along with homework. Every Montessori activity had to have paperwork to accompany the activity that the children were expected to complete after using the materials.



I was stunned, not believing that a Montessori school would promote paperwork over hands-on experiences and encourage parents to expect this from their preschoolers.

It took me a little over a week to realize I couldn't continue to work there...regardless of the substantial salary I was offered. It took me less than two weeks to find another position and I am now happily teaching in an authentic Montessori school.

Another perspective...

Did you hear I interviewed at a local Montessori school? I also interviewed with three others. I didn't really plan on leaving my current position. I just wanted to find out what they were willing to give so I could pressure my current employer to match the salary/benefits others offered. Montessori teachers are in high demand, you know.

I am making no judgments here. It's just two stories from different perspectives on the current state of affairs in early childhood, Montessori schools specifically.

We all know that staff stability is a key element to creating a secure environment for our children. Being with the same teacher for three years gives the child a solid foundation that will provide a basis for growth academically, socially, and emotionally. It's the gold standard for early childhood development. But the current atmosphere in early childhood gives that ideal situation little hope of attainment. This is not only wreaking havoc for the children; coworkers, administrators, and parents are struggling, as well.

Can anything be done to bring back that ideal of a stable, well-trained early childhood staff?

I posed that question to a number of teachers and administrators. Many of their responses fell into similar categories. The unscientific results of the survey are below.

Retaining Staff

One would think that wages and benefits would top the list of how to maintain staffing, but it ran second to a feeling of being appreciated. People want to feel that how they spend their time working is important and respected. They want others to recognize their worth. To this end, administrators suggested celebrating staff birthdays and simply acknowledging that hard work is being done every day. Fostering friendships between

the staff members and sponsoring team-building activities creates a more cohesive workplace, which in turn reduces the drama that can sometimes develop when many women work together. Actively promoting a supportive environment through after-work events like dinners, meetings at a restaurant or bar, “yoga and wine” or salsa dancing / exercise offerings was also suggested. Another suggestion was to actively support staff by promoting them to the parents. Sending short emails highlighting each staff member does a great deal to boost both the respect from the parents and the feeling of self-worth of your staff.

Close behind feeling appreciated and a part of a cohesive team are salary and benefits. Traditionally, child care workers have had to rely on a second income of a spouse or a second job to make ends meet. Offering a wage that will allow child care workers to enjoy a better standard of living is essential to attracting and retaining valued workers.



Benefits also play an important role. Health care is one of the biggest draws in child care. In some situations, though, a staff person receiving insurance through a spouse may be denied that insurance (often with better coverage) if health insurance is offered by their employers. To avoid that, employees without spousal insurance may secure insurance through the Affordable Care Act and employers can provide a stipend to help defray the cost.

Something as basic as clearly defining job expectations and responsibilities takes time, but gives the employee a clear understanding and a secure feeling of what will be needed to be successful. Communicate frequently and check in to see that each employee’s work experience is meeting his or her expectations. Support for staff by making state-mandated trainings easily accessible with links and reminders is a small thing that will reduce the stress on staff. Paying for required professional development hours also shows your dedication to their personal and professional growth...and it’s an accepted use of the stabilization grant funds.

Another benefit for staff is a retirement plan. Adminstrating pension plans and 401K accounts is expensive, however SIMPLE IRAs are a cost-effective way to encourage people to save for retirement while the employer pays an additional 3% into the retirement account. Building a “nest egg” at your job is an attractive benefit for many.

Paid vacation, sick leave, and personal business time help staff balance home and work obligations. It also shows that the employer supports the employees and respects their lives outside of work, another way to show appreciation. Many schools operate with the minimum staff required by the student / teacher ratio so that staff absences create a real problem. Securing a substitute can be another significant challenge, however operating a school without a backup plan for absences is an even bigger challenge. Hiring a part time “lunch support person” or learning specialist who can occasionally provide additional time might be an option, or soliciting former teachers who are willing to substitute could provide a Plan B for schools.

Providing an opportunity for those interested in furthering their careers either by attending college or pursuing Montessori training is also a way to show employees that they are valued, that their life’s goals are important to the employer. A highly trained staff is the dream of every administrator. Recognizing talent and encouraging the people who care for children to become highly skilled obviously benefits the school, but the growth and confidence education provides is also of immeasurable value to the individual. The employer who supports that growth engenders dedication and loyalty.

Retaining talented and devoted staff members requires substantial commitments from the employer. In current times, however, these pale in comparison to the challenge of finding someone to help care for the many children whose parents must work outside the home to provide for their families.

Securing Staff

Creative recruiting is essential. Gone are the days when an ad in the newspaper reached your target audience and brought in applicants. In addition to placing job postings on MMS's website, other job boards, sites like Indeed, and local newspaper's help wanted sections, there are several avenues to reach out to potential employees.

While it is possible that someone from out of state will apply for your positions, realistically, most of your candidates will be coming from your community. Become familiar with local organizations, places of worship, ethnic web groups, libraries, art & crafts classes, volunteer organizations — anywhere that people might gather for a shared interest. These groups usually have newsletters or a means of communicating with their members. Place an announcement to solicit people who may be interested in working with children.

Local public schools also often have newsletters they provide for their students' parents and may be willing to pass the word. (Unfortunately, our local public schools informed me that they, too, are looking for staffing, so were not willing to advertise for me.) Local co-op nurseries draw their students most often from families that are looking for a low-cost preschool with stay-at-home moms. Offering an opportunity for a mom from their student population may provide a second income to a family.

Community colleges all have free job sites. In Michigan, there are at least two in southeastern Michigan and one provides options for state wide distribution. Reaching out to students who are involved in early childhood programs is a win-win for college students looking to enter the field. With the new reduction in hiring requirements allowing 17-year-olds to work in child care, soliciting help from local high schools that may offer child development classes will give high schoolers an opportunity to complete required observation/internship hours required, as well as earn some pocket money by working after school.

A job fair at a local library might attract the attention of potential employees. Approach schools in your area that might also be looking for staffing and organize a job fair. Libraries may or may not post your help wanted poster, but they will advertise events like a job fair. While it may seem counter-intuitive to ask your competitors for workers to join you in seeking out staff, the opportunity to interview with several schools may draw the interest of a larger number of candidates.

Last, but certainly not least, is networking. Make your staffing needs known to everyone you know and ask them to reach out to everyone they know. They may be involved in one of the groups mentioned above...a perfect opportunity to get your message out to a broader audience. The secret is to get your needs known to as many people as you can. Even your parent population can be a source. A delicately worded message letting parents know that you would like to add a quality person to your staff might reach the nanny that's looking for a more challenging (or less challenging) position.



I'd like to end this article with an upbeat "don't worry, be happy" tone, but in truth, I'm not at all sure where this will lead. Our current political climate that denigrates the teaching profession, and is attempting to ban books and limit teachers' ability to teach their subject matter has me very worried. I keep hoping that sanity will win the day, but unless our profession is given the respect it so clearly deserves, it will take an incredibly devoted person to choose to go into education in the future. I hope you're all registered to vote.

MMS - What's in it for Me?



Individual, Member School and Affiliate School membership 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 an MMS member timelier and more 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.
- New! You will receive at least two activities you can reprint and use in your classroom.
- 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.
- 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! *



*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.

MMS Trading Places...For Sale...For Trade...For Free

Have something you no longer want, but think it could be useful to someone else? Have something that you just can't throw away, but don't have a need for it? Here's where you can avoid adding to landfills, might help someone out and possibly earn a little cash! If you see something you might be able to put to good use, please send an email to Kathy at Kathy@mmsoc.org. If you have something you'd like to offer in the next newsletter, contact Kathy.

James Roy, director of Renaissance Montessori in Troy, has passed away. His widow, Ms. Roy, would like the materials he lovingly collected distributed among authentic Montessori schools he devoted his life to supporting. Please contact Kathy@mmsoc.org if you would like information on how to contact Ms. Roy.