



2024 -25 Membership Year

Fall 2024

Hello all,

This column, "Board Notes," usually introduces one of the MMS board members to you. This issue, however, will give you a little background on the efforts put into the upcoming MMS Conference that the Fall Workshop Committee has put together to bring a full day of quality Montessori topics to Michigan.

The Fall Workshop Committee consists of board members, Emily Myers, Mary Lamos, Jasmin Reynolds, Sue Szczesny and our MMS Administrative Assistant, Kathy Smoko. This group of talented and hardworking Montessorians began with a vision. They wanted to highlight the talent to be found in the Montessori community in Michigan. They wanted to expand the offerings from a focus on 3 – 6 programs to include toddler as well as lower and upper elementary and perhaps even something that middle and high school teachers might enjoy. And they wanted to provide an opportunity for us to gather...to put the pandemic behind us and begin to meet face-to-face again.

They poured through bios of presenters and have come up with a broad range of interesting topics for the breakout sessions highlighted by a keynote presentation from Jesse McCarthy, an inspirational speaker that addresses a wide variety of topics.

With an eye to broadening the geographical area of potential attendees, Weber’s in Ann Arbor was chosen as the venue. The location brings it a bit closer to both those on the west side of the state as well as those that are in mid-Michigan. The delicious luncheon Weber’s offers is an added bonus to the convenient location.

This conference is also an act of faith. We believed that the Montessorians in Michigan are ready to venture forth after so many years of virtual workshops and training sessions and are hungry for inspiration that focuses on the philosophy of Maria Montessori. And we’re ready for vendors! Weber’s is large enough to provide space for 2 or 3 vendors that come with their products to entice and inspire us. So come prepared to shop!

The Fall Workshop Committee has put a lot of effort into this event, but the cost of bringing such talent together made the price to attendees higher than they wanted. With a generous donation from Harmony Montessori, the entrance fee is subsidized and within reach of all. After many successful years of serving children, the owners of Harmony Montessori sold their building and retired. They now have another mission: to serve Montessori programs with their remaining resources. They donated funds to MMS earmarked for supporting events such as this and we are very grateful for their generosity.

MMS will offer a smaller Spring Gathering later this year, but for those of you looking to enjoy a day of Montessori inspired sessions, this is it. Don’t miss this opportunity. Hope to see you all there!

Karen



Michigan Montessori Board of Directors 2024-25

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MMS Fall Conference – *Something for Everyone!*



The school year has begun and the children are settling in. You are starting to breathe a little easier now that the routines have been set.

NOW IT IS TIME FOR YOU!

Yes, you heard it... time for you to get inspired about Montessori, feel connected to others and learn strategies you can use every day.

The MMS board has created a day of inspiration for you and your school colleagues.

It begins with the key note speaker, Jesse McCarthy. If you have heard Jesse before you know how you feel when you leave the room- “He knows what I am going through and has been there. Now I have ideas of how to go forward.” Jesse has been in the field of Montessori Education a long time and brings his experiences (and ours) into focus.

We have organized two opportunities for you to hear speakers of various topics from handwriting to team building. You get to choose. We will have morning sessions and then another round of afternoon sessions after lunch. Each time you get to choose what topic calls to you. You will pre-register so there is space available. The range of subjects includes topics for all levels – from toddlers to upper EI to administrators.

Your admission fee includes a lunch and time... Time to talk to others, share stories, catch up with old friends and make new ones.



If you need accommodations, there are rooms available at a discounted rate.

We hope you walk away with a renewed sense of purpose and excitement. The goal is for the attendees to make this an annual retreat that they don't want to miss.

Join us for a statewide celebration of Montessori and ourselves!

See you on November 16, 2024, Weber's Inn, Ann Arbor.





Registration Open

FALL CONFERENCE



Connect with your Montessori Community



Keynote Speaker:
Jesse McCarthy

DAY OF CONFERENCE

CHECK IN OPEN AT 8:00 am

Keynote Speaker at 9:00 am

Coffee and Tea Provided

Buffet Lunch Included in Price

6 Professional Development Hours



**Learn More
& Register**

CONTACT MMS

📍 15575 Northline Rd., Southgate, MI 48195

☎ 313-405-0668

🌐 <https://mmsoc.org>

Jesse McCarthy



For 20 years, Jesse McCarthy has worked with thousands of children, parents, teachers, and administrators—as a principal for infants to 8th graders, an executive with a nationwide group of private schools, an elementary and junior-high teacher, and a parent-and-teacher mentor. Jesse received his B.A. in Psychology from the University of California, Los Angeles (UCLA), and his Montessori teacher's diploma for ages 2.5 to 6+ from Association Montessori Internationale (AMI), the organization founded by Dr. Maria Montessori. Jesse has spoken on early education and child development at schools around the globe, as well as at popular organizations in and outside of the

Montessori community. Jesse now heads MontessoriEducation.com and hosts The Montessori Education Podcast (<https://www.montessorieducation.com/podcast-jesse-mccarthy>).

“Montessori: Not Just for Children” (Keynote)

“The child developing harmoniously and the adult improving himself at his side make a very exciting and attractive picture” (Maria Montessori). The Montessori Method is actually a real-world philosophy for all ages and a profoundly uplifting approach to learning—and living—for children and adults alike. As Maria Montessori said: “The teacher too must develop.” This keynote is a dive into Montessori for “grownups”. Specifically, it is about how Montessori can help solve the real-world problems we face today as teachers: whether that’s the weight of more demanding parents, the frustration of less focused children, or the sometimes-stressful culture outside our school doors (or all of the above). Ultimately, our Montessori work is not just for children but also for ourselves. And what a joy it can be when we approach our days in this way, growing right alongside the children in our classrooms!

*A one-page handout with key points and quotes will be provided after the keynote.

“Discipline: Dealing with ‘Difficult’ Children” (All Levels) (AM and PM)

Children are wonderful, but they can also be difficult. Given the challenges we face as educators, what can we do? First, we can acknowledge that we’re not alone. Second, we can get back to basics in learning the principles and practices of discipline and of dealing with even the most “difficult” children in our classrooms. In this breakout session, we’ll be answering the age-old question, “What do I do with this child?!” And we won’t be doing this “in theory”, via some preachy academic essay or picture-perfect Instagram story, but rather in practice, based in the often-messy real world of our work with children (and with ourselves). Bring any and all questions, concerns, frustrations, I’m-losing-my-mind situations, etc., as no problem will be too big or too small to tackle.

*An overview handout and a heat-of-the-moment cheat sheet will be provided after the session.

Jennifer Nolan



Jennifer Nolan is Senior Director of Strategic Initiatives, Administrator Course Coordinator, and an instructor for Seton Montessori Institute. Holding AMS Early Childhood and Administrator certifications, Jennifer was Head of Seton Montessori School for 13 years. Jennifer specializes in educational leadership, organizational communication, practical life, and sensorimotor curricula. An active school consultant and Montessori coach, she is also a member of the AMS School Accreditation

Commission. www.linkedin.com/in/jennifer-nolan-51670514.

“Assisting on the Road to Normalization: The Essential Role of the Assistant in the Preparation of the Child” (All Levels) (AM Only)

The Montessori Assistant holds a critical role in the healthy functioning of the classroom system, which is an essential component in assisting the child along the road to normalization. Join us for this session to gain insight into the unseen “whys” of our Montessori work and get tips on the “whats” and “hows” involved in the child–adult–environment triangle. Participants will come away informed, inspired, and invigorated with practical tips to support their daily work assisting life in the classroom.

Rosemary Quaranta



Rosemary Quaranta, M.ED., has over 40 years’ experience as a credentialed AMI 3 to 12 teacher and Head of School. She is passionate about Montessori education, student instruction, curriculum development, teacher education, and supporting and mentoring new and experienced teachers. She is currently spending part of her time with the American Montessori Society facilitating Instructor Academy—a course of study for future teacher education program instructors—

consulting with Seton Montessori Institute and instructing for the Westside Montessori Teacher Education Program in New York City. She is a frequent global presenter at conferences and enthusiastically shares her passion.

“The Power and Beauty of a Line: Handwriting in the Montessori Classroom” (3 to 6) (Lower Elementary) (AM Only)

This presentation will explore current research on technology; the brain; and the cognitive, motor, and visual benefits of putting pen to paper as children develop “a beautiful hand.” Participants will rediscover their own skills, explore a brief history of handwriting, express thoughts artfully, and view samples of children’s beautiful work. Teachers will return to their classrooms with a renewed passion for handwriting, real lessons and materials that develop the artful exploration of personal style, and resources to continue their work.

Rosemary Quaranta and Jennifer Nolan

“Living in Wonder: Getting Back to Joyful Classrooms” (All Levels) (PM Only)

Living in wonder together is the true work and gift of the Montessori classroom. Wonder is where spontaneous activity is born, purpose is pursued, and curiosity is fueled. And yet, many lose sight of this central goal and approach their role as a guide with either too much control or too little structure, allowing a child to languish where they might otherwise thrive. Dr. Montessori said, “Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.” Through humility, inquiry, shared learning, and spark starting, we can support children in following their natural curiosity through choice, and they will begin to see themselves as their own teacher.

Melissa Romero



Melissa received her B.A. in Psychology from the University of Michigan in Ann Arbor, specializing in Human Development. She then attended Eastern Michigan University to complete coursework for K to 8th state curriculum. During these earlier years, she had a variety of experiences teaching Spanish to Montessori students from ages 2 to 12 years and elementary-aged children at local public schools. Melissa completed her Montessori I and II endorsements in 2000 and 2004, respectively. Having been involved in Montessori education as a guide for over 25 years, she taught students from ages 2 to 14. A true lifelong learner, Melissa completed a Social Emotional Learning Facilitator certification and a 200-hour yoga instructor certification. With a continuing thirst for knowledge and a deeper understanding of how she can support true change in the world, she is currently completing an additional 300-hour trauma-informed yoga instructor certification and will be certified by December 2024. Melissa will also begin pursuing a Master of Education in Transformative Teaching in Leadership in January 2025.

“Reigniting Passion for Practical Life and Grace and Courtesy in the Second Plane of Development” (Lower and Upper Elementary) (Administration) (AM and PM)

Get inspired to co-create a community culture of purposeful activity during the Elementary years! Dr. Montessori’s vision of purposeful activity that supports a sense of responsibility, independence, and meaningful contribution can be a joyful part of “everyday living” for all planes of development. By incorporating equitable practices in an accessible way for your specific classroom, your students will discover how exciting these experiences can be. Watch the confidence levels of your 6 to 12-year-old learners grow, as there is no limit to the imagination and creativity that can be incorporated into the essential foundation of the Montessori Method.



Rachel Montgomery, Heather Stropp, and Brooklyn Willett

Rachel Montgomery, B.A., M.A., is a Lead Toddler teacher at Daycroft School in Ann Arbor, MI, where she established the toddler program in 2018 and has been teaching in Montessori schools for 14 years. Rachel is AMS credentialed (Infant and Toddler). Heather Stropp, CDA, is an Associate Toddler teacher at Daycroft School in Ann Arbor, MI. She has taught as a lead and associate toddler teacher for over 24 years. Heather is MACTE credentialed (Infant and Toddler). Brooklyn Willett, BA, is an Associate Toddler teacher at Daycroft School in Ann Arbor, MI. She has a focus in environmental education and has taught in toddler and preschool for over 4 years.

“Building a Collaborative and Supportive Teaching Team” (Toddler) (AM and PM)

Educating and caring for young children in a Montessori classroom requires the collaboration and support of a team of adults in order to meet the diverse needs of each child. Lead teachers, associates, and assistants will explore strategies for establishing fulfilling roles, effective communication, and goals within your teaching team, and they will develop a framework for intentionally integrating grace and courtesy into the practice of working as a teaching team.



Douglas Adams, VP SBA Lending Comerica Bank

As a Vice President in Comerica Bank’s SBA Lending department since 2005, Douglas serves as a product expert on the SBA 7(a), SBA 504, and SBA Express loan programs, as well as for the USDA "B & I" rural guarantee loan guarantee program. In the past 19 years, Douglas has been the top producer in Comerica's loan department, with a closed loan volume in the past four years alone exceeding \$128 Million. Douglas received his Ph.D. with distinction from the University of Louisville’s

College of Business and Public Administration in 1996, where he was awarded the Graduate Dean's Citation for his dissertation on “Site Selection Variables That Influence Business Location Decisions.” In 1992, Douglas received his Master of Public Administration degree from the University of Toledo, where he served as a Graduate Teaching Assistant. While enrolled at Toledo, Douglas won a competitive scholarship in 1992 to matriculate at the “Harvard of China,” Beijing University, where he lived, taught, and travelled for five months. In 1989, he received his B.A. degree from The University of Michigan in Ann Arbor.

SBA Loan Program Overview (All Levels) (AM only)

Drawing on Douglas’s 25 years of experience at Comerica Bank (including 19 years of SBA lending experience), this presentation will highlight three fundamental SBA loan products (SBA 7(a), SBA 504, and SBA Express) and provide examples of the advantages of SBA loan products, discuss how and why this loan product is frequently used for "change of ownership" financing, and explain why all SBA lenders are not the same.

Farah Malik



Farah Malik is a dedicated Montessori educator with 12 years of experience teaching students from preschool through 5th grade in a Montessori setting. She co-founded and ran a successful 3-6 Montessori program. She currently is employed at WISE Academy where she is teaching 4th grade. She has had experience at several schools, including Crescent Academy International, Beverly Hills Academy, Schoolhouse Montessori and Iqra Montessori Academy. With a strong background in teaching and administration, Farah is committed to fostering collaboration among educators and families to enhance student development. Farah holds a bachelor’s degree in professional

communication & behavioral development. She is currently pursuing a master’s in curriculum instruction & leadership. She is 3-6 Montessori certified and is dedicated to promoting Montessori principles that encourage independence, critical thinking, and a love of learning.

Behavior Management Strategies in a Montessori Classroom (PM Only) (3-6) (Lower and Upper Elementary)

Classroom management is foundational to create an environment conducive to learning, personal growth, and positive social interactions. Fostering an environment that helps with learning offers many benefits for students and teachers. Farah will discuss strategies and provide practical solutions for creating positive discipline and respect between the children we serve and the adults in the room. She will give an overview of the 3-step behavior modifier influenced by Chick Moorman and the Montessori approach to positive discipline in the classroom. Participants will be encouraged to share their personal experiences and classroom management strategies.

Parents' Perspectives

MMS has welcomed parents as members for many years, but only recently began soliciting their opinions for publication in our newsletter. We are happy to share articles for our column, "Parents' Perspective" for both teachers and parents.

Rewards Punish

By Anthony Bonanni

We all want what is best for our children. As parents and educators we do things that we think are in their best interest and oftentimes, through trial and error, we come to find out we may be wrong. But it's hard to admit to wrongdoing, especially when we are acting out of love. It makes us feel insecure, guilty, inadequate...so, we justify our tactics - easier when we've been raised in the same manner we are trying to raise our children.

A recent push has been made by educators and parents alike to reward our children into better habits and behaviors. And yes, creating positive moments with our children are better than negative ones, but when it comes to motivation, the damage is strikingly similar to punishments in the long term. Punishments and rewards are two sides of the same coin. This coin is minted by the bank of Behaviorism, established in the early 20th Century, founded on the views of B.F. Skinner. It's a coin that buys compliance and the motivation to complete low cognitive tasks. I don't want that kind of motivation for my children, nor yours. I want our future children to be confident, assertive, empathetic, compassionate, and yes, compliant with social norms. I bet we could list a lot of characteristics together, but really our thoughts could be boiled down to this one idea: "We want our children to be motivated to do good for themselves and others."

Everyone knows the universal truth that you can lead a horse to water, but you cannot make him drink. The science behind motivation changed a long time ago. We thought the carrot or stick would force the horse to drink water and maybe we were successful. But we are starting to learn that our children are incredibly more complicated than horses and in order to build motivation within them, we need to use different methods of childrearing.

There have been times where I haven't been the parent or teacher I wanted to be and those are incredibly hard moments. Trust me when I say, the mindset that has come from acquiring this new knowledge has made all the difference. And that is what I would like to share with you, not instill any feelings of guilt.

A prevailing thought in education and child psychology is still built on two forms of motivation: extrinsic and intrinsic. Extrinsic motivation has its roots in the aforementioned behaviorist viewpoints toward motivation and behavior. Intrinsic motivation is motivation. It's the ability to be motivated in the activities that you are doing.

To explain, Behaviorism (in an overly simplified explanation) is a form of psychology that believes that if we want to promote productive behavior, we need to use the right external stimuli to get the

behavior we want to see. There are many principles about it that are scientifically correct and external stimuli definitely will affect our thoughts, emotions, and the behavior we exhibit. However, using external motivators for children is counterproductive because it takes away the needed autonomy used to build motivation.

Studies since the 1960s have shown that productivity in the long term is decreased when participants are subjected to extrinsic stimuli. What was so surprising is that these stimuli were rewards and positive by nature. While it is easy to accept that constant punishment will decrease motivation, it is still difficult for many to accept today that the same is true for rewards.

I have seen the shift in education going heavily towards promoting praise and offering rewards for prosocial behavior all in the name of fighting the rampant apathy we see spreading through schools. We are rewarding our students into mediocrity. Study after study shows that when grades and other external motivators are attached to classwork, students will do the bare minimum to get the needed grade or other mark. They will choose the easiest task and avoid making any real mistakes that lead to learning. It's almost comical how obsessed educators are with increasing a love of learning, yet so passionately defending a system that does the exact opposite. I don't want to besmirch my fellow educators. It's natural human folly and we all fall victim to cases of it. And I will say it again, these types of traps are so hard to avoid when it's the way that we were raised. We need to extend grace to ourselves and everyone else trying their hardest to raise children.

There are ways that we can increase motivation in our children, but they are not cookie cutter strategies that you can just blindly follow. Growing motivation in our children involves creating the right type of environment, which will most likely involve changing your mindset in how you approach neutral, positive, and negative situations with your children. In the next part of this editorial series, I will discuss how to begin doing that.

Recommended Reading regarding Motivation

Drive by Daniel Pink (2009)

Punished by Rewards by Alfie Kohn (2018 updated edition)

Unconditional Parenting by Alfie Kohn (2006)

Mindsets by Carol Dweck (2008)

The Whole Brain Child by Daniel J. Siegel and Tina Payne Bryson (2012)

Brain Rules (2008) by John Medina

Anthony Bonanni is a teacher and a Montessori parent. He is married with two children. He is pictured here with his daughters, Maria and Carmen.



Early Intervention – *An Ounce of Prevention...*

By Karen Lumsden

Everyone knows the benefits of early intervention...with a cancer diagnosis, it means a chance for full recovery...when preparing for a weather event, it means less damage to life and property...with car maintenance, it means a smaller repair bill. Everyone knows it. Our forebears created sayings to encourage preparation and early intervention. A stitch in time saves nine, forewarned is forearmed, don't put off till tomorrow what you can do today, an ounce of prevention is worth a pound of cure.

So why is it that when a child shows signs of delayed development or neurodivergence, pediatricians recommend, "Wait a year?" Granted, children develop at different rates. One child in a family may walk at 8 or 9 months and another at 15 or 16 months...some even later. While some children talk in sentences at 2 years, others may utter short phrases or just single words. But there's a difference between the child that utters single words at 2 and one that still is unable to communicate at 4 years. There's a difference between a child that connects with others with eye contact and smiles and one that does not make eye contact and has little affect.

Very often, parents are aware that something is "different" about their child and they turn to the professionals to determine what they should do. Often that professional is their child's pediatrician and often that pediatrician counsels anxious parents to "give the child time." In many instances, most perhaps, that is sage advice. Most children blossom on their own schedule. The little one that doesn't talk until three years old may become a distinguished writer. The child that continues to crawl until after s/he is two years old may become a marathon runner. However, there are many that would benefit from early intervention. Some whose delays will diminish substantially before first grade allowing them to participate in school / life unencumbered. For these children, the pediatrician's advice is detrimental.

The child's brain is growing rapidly from 0 – 6 years of age. The cerebral cortex, which is responsible for complex thinking, planning, and sensory perception, begins to form during the first 10 months. The cerebral cortex continues to grow during the period from ten months to two years when new neurons and synapses are formed at an incredible rate. The development of the prefrontal cortex continues, and language and social skills flourish from two years to age six. With such rapid brain growth, early childhood is the ideal time to address possible delays.

"The goal of early intervention is to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings, in their homes, with their families, in child care, preschool or school programs and in the community. " ⁽¹⁾ The potential for successful outcomes is increased if started during these "golden years" of growth regardless of the child's delay, but it is essential to those on the autism spectrum. "Early intervention is crucial for children with autism because it can significantly improve their developmental outcomes. Research has shown that children who receive early intervention have better social, communication, and adaptive skills, and are more likely to achieve academic success." ⁽²⁾

We all have experienced children in our schools that for a variety of reasons have difficulty with communication. Emotions run high when a child is unable to effectively communicate their needs and feelings or effectively ask questions that will provide information they require. Behavior issues are often rooted in the inability to connect with others. “When children can't express themselves or experience other communication, cognitive, or motor/physical challenges, tantrums and other problematic behaviors are more likely to occur. EI can help decrease these stressful situations and teach children to use positive behaviors to meet their needs.”⁽³⁾

While pediatricians are a trusted resource for parents, they cannot be the only profession they turn to when they suspect their child needs more than a “growth year.” For that reason, I developed a list of resources for parents that come to our school for an interview. If your school cannot provide an environment in which the child will flourish or that our staff is not equipped to handle the child’s individual needs, please provide them with a list of professionals that are trained to offer care or therapy that will enhance the child’s prospect of becoming a successful participant in life.

Some parents are offended when I offer them this list of resources. I have often been the first person to indicate that their child may need special services. However, many more have been thankful that finally someone is seeing what they have been experiencing. We should not turn away every child that comes to us with special needs; we have had several children for whom our classroom was the right choice. Opportunities to make choices, engage in honest interactions with their peers, and experience the feeling of inclusion have helped several of our past students. However, our staff has been supported by therapists that enabled us to provide the daily repetition of experiences the children needed for success. It takes a village...and a teacher...and a pediatrician...and sometimes a therapist to meet the needs of our children.

(1) ECTA Center

(2) Carolinabehaviorandbeyond.com

(3) American Speech-Language-Hearing Association

The following is a list of support options for children in my area.

Support Options for Families

Child Find – *Farmington 248-785-2060 For ages 3 – 5*

“Child Find” is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services. In Michigan, Child Find **covers every child from birth through age 25**. Schools must evaluate any child that it knows or suspects may have a disability.

Early On – *Farmington 248-209-2084 or 1-800-EARLY ON For birth – 3yr*

“Early-on” is a legal requirement that schools find all children who have disabilities and may be entitled to special education services. Schools must evaluate any child that it knows or suspects may have a disability. Early-on is specifically for infants and very young children.

The Therapy Spot – Farmington and Troy - [\(248\) 893-6192](tel:2488936192)

The *Therapy SPOT* is a pediatric therapy clinic specializing in speech-language, physical, and occupational therapy. They also work with children with autism focusing on the above therapies.

Walnut Lake Preschool - [\(248\) 579-6110](tel:2485796110) <https://www.walnutlakepreschool.org>

Walnut Lake Preschool is a center that nurtures the individual child and family. WLP is a preschool and a developmental kindergarten with individualized curriculum for children ages 3-7 who need more than a regular early childhood program. Small classrooms provide continuity for each child's educational/ developmental plan until the child is ready to return to a regular school or classroom setting. Each child's emotional, physical, and developmental challenges are addressed by our team of Masters-level teachers and therapists who are child development experts. Parents and the school's professional team work together to provide a comprehensive understanding of the child's development.

Blossom Children's Center - [\(248\) 824-6867](tel:2488246867), [\(248\) 277-3005](tel:2482773005) <https://blossomchildrenscenter.com/>

The Blossom Team works collaboratively with each family using a naturalistic developmental approach for children with autism and other developmental disabilities to support them as they grow. The Blossom Method consists of bringing together specialized Board Certified Behavior Analysts, Speech-Language Pathologists, Occupational Therapists, Licensed Counselors and other professionals to provide the best individualized treatment for your child and family. Your team will use the Blossom Method to serve the needs of your whole family in the most natural environment possible and provide support in all areas of your child's development.

Michigan School of Psychology Clinic *Lama Hodroj, Supervisor (248) 919 0063 (ext. 202)*

Offers ABA therapy for children diagnosed with Autism. Therapists that work one-on-one with the children and families are pursuing Masters Degrees in Clinical Psychology and/or a certification in ABA, completing an internship at the clinic. The clinical team works with families to set unique goals for each child, collaborate with other providers (speech, occupational, etc.), and provide parent/caregiver training to the families to target skills in other settings and ways to implement at-home goals for each child, collaborate with other therapists and provide weekly feedback to the families regarding the progress and ways to implement strategies at home. The therapists are under the direct supervision of a board-certified behavior analyst and a clinical psychologist.

Michigan Pediatric Therapy – Farmington [\(248\) 939-4030](tel:2489394030)

The *Michigan Pediatric Therapy* is a pediatric therapy clinic offering free on-site speech and language assessments to preschools in their area.

Bridges Development Center - [\(248\) 893-6192](tel:2488936192)

Bridges Development Center is a non-profit organization that utilizes child-led, strengths-based approaches within a therapeutic preschool setting to support neurodivergent learners. We also provide support to families and other schools through education and advocacy to support inclusion for the neurodivergent population.

Bright Pine Behavioral Health & Psychological Services - *Clarkston, West Bloomfield, Troy (248) 455-6619.*

Our psychological assessments ensure a highly custom-tailored personalized approach essential in pinpointing the fundamental root challenges faced by children, teenagers, and adults, thereby providing a critical foundation for effective therapy and counseling.

International Day of Peace at Mid-Mitten Montessori

by: Kerri Graham- Director

The International Day of Peace, or also known as World Peace Day, is celebrated annually on September 21st. It was founded by the United Nations as a way to promote a peaceful coexistence between countries. Maria Montessori was a strong advocate for peace, and instilled peace education in her teachings to children as well



as adult learners. In fact, Maria Montessori was nominated for the Noble Peace Prize three times. It just makes sense to incorporate such a day into the Montessori curriculum! Maria Montessori said "Education is one of the principal means to build a culture of peace." The Montessori philosophy incorporates the essential ingredients needed to foster not only discovery and learning, but also peace within the child, peace within the classroom community, and ultimately, peace in the world.

Montessori classrooms around the world have chosen to celebrate Peace with different activities. At Mid-Mitten Montessori school in Mt. Pleasant, Michigan, we celebrate World Peace Day every year by having an ice cream social, where families that are new to our school, as well

as returning students and alumni are invited to our school in the evening to socialize, make peace bracelets, sing, celebrate peace, and eat ice cream! We begin preparing for this special day the first week school is in session. We put watercolor doves and peace signs as an art lesson to decorate our classroom. We discuss our Peace Corner and how it helps us in our classroom. We read the book "The Peace Rose" by Alicia Olson and Alicia Jewell, a staple in most Montessori classrooms! We provide assorted mindful activities that are placed on our "Peace Shelf", and we discuss the importance of being peaceful, to our neighbors, family, friends, and even people we do not know! This year, we also made a Peace Pole to



install on our playground, giving us that gentle reminder of Peace, even when we are active and playing. Our favorite songs to sing for our celebration is "Light a Candle for Peace" by Shelley Murley, "Peace Like a River" by Elizabeth Mitchell, and "Kid's Peace Song" by Julie Austen.

Many Montessori classrooms can celebrate the International Day of Peace in their own ways. Whether it is organizing a peace walk, a mural, or helping out in their community. It is important, however, that we keep peace education always prominent from the start of the year to the end, to honor Maria Montessori's vision of educating and raising generations of children who embrace living respectful, peaceful lives so that they would contribute to future world peace. Montessori said ""Establishing lasting peace is the work of

education; all politics can do is keep us out of war". It is up to us to plant those seeds, and celebrating the International Day of Peace is a great starting point!



A “Heads Up” for Business Owners



You may have seen or read about the new Beneficial Owner reporting under the Corporate Transparency Act (CTA).

Beginning January 1, 2024, certain entities are required to report information about their beneficial owners to the Financial Crimes Enforcement Network (FinCEN). Most companies will have a reporting requirement under these new rules (unless they meet an exception). As a result, you will most likely need to file a report under these new rules.

For additional information on the CTA, please read the attached article. The FinCEN Beneficial Ownership Information Frequently Asked Questions page can help clarify what is required.

<https://fincen.gov/boi-faqs>

Filing Deadlines

- You have until January 1, 2025, to file your initial BOI report.
- Subsequent updated BOI reports are required if certain changes are made to the information reported and must be submitted within 30 days of the change.

You have a couple of options for the filing of this report:

- Log in to FinCEN and complete the reporting on your own - <https://boiefiling.fincen.gov/>
- Contact your accountant and ask to have it completed for you.
- There are significant penalties for non-filing, so make sure this is taken care of prior to January 1st.

Editors Note: I just completed my BOI report in 15 minutes. It’s nothing I’d pay an accountant to do. Just make sure you have a digital copy of your driver’s license.



FINANCIAL CRIMES ENFORCEMENT NETWORK

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.
- 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.