

Board Notes...from our MMS Board

...A much-deserved thank you

Being on the MMS Board of Directors gets in your blood. When the mission of MMS is close to your heart, you become devoted to the organization. That aptly describes the decades-long commitment to this organization from Mary Lamos. Mary joined the board 20 + years ago and jumped right in offering her many talents across various aspects of MMS. Her exceptional organizational skills led her to take on many essential roles. She has been the Board President, guiding us through challenging times with strength and clarity. Mary also led the Workshop committee helping to organize many years of successful events that provided valuable growth opportunities to our membership. Most recently, she stepped into the vital role of Treasurer, following in the footsteps of Kay Neff - herself a 20 + year board member. Together, these two devoted leaders worked tirelessly to help MMS navigate challenges, allowing our organization to deliver on our promise to promote Montessori education in Michigan and pave the way for improvements for our membership. Mary is also the “go to” expert for interpreting our bylaws- often in response to “creative” ideas proposed. She’s kept us grounded and compliant, ensuring we stay on the right path. Additionally, Mary is the unofficial “MMS Board Historian” drawing on her years of experience helping us avoid repeating past mistakes.

Though Mary is stepping down from the board this year, she is not leaving us behind. She has promised to be “just a phone call away” to offer guidance and wisdom. It has been an honor and privilege to serve on the MMS Board with all the talented individuals that comprise our MMS Board. Their energy, creativity, and dedication is inspiring. Each of us has a gift and we’ve all learned so much from one another - those with quiet confidence, those with the ability to reign in the overzealous, the tireless “workhorses” that take on challenges and produce results, and those that offer support, dependability, and stability. These are your MMS Board Members. To Mary, Kay, Mona, Maggie and all past board members that have shepherded this organization and brought us to where we are today, thank you...from all of us. We’ll do our best to honor your legacy by keeping MMS front and center and continuing to grow its influence throughout our state.

MMS
Fall
Conference
Nov. 8
in Ann Arbor
(see below)

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MMEAN Update By Denise Van Pelt

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 and teachers are included in and protected by any legislation and regulations that will impact them.

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.

“All advocacy is, at its core, an exercise in empathy.” - Samantha Power

MMEAN is gathering information to better represent your interests and invite you to our monthly meetings. Please let us learn more about you and your concerns by filling this [google form](#). Thank you for being a part of the Montessori community.

MMS, Advocacy, and You

“We see the figure of the child who stands before us with his arms held open, beckoning humanity to follow.” - Maria Montessori, [Education and Peace](#)

Frequently, you hear about joining MMS and the many benefits which come from being a part of our organization. This is all true! We offer several perks, receiving our newsletter, participating in raffles to obtain new items to serve your school or classroom, and the first to hear about upcoming events.

One less known benefit is how MMS assists the Montessori community in our state.

The Montessori community has several people who work alongside those in government to ensure our voices are heard by the various licensing and regulation representatives. The idea that it takes a village to raise a child is also true when considering how to craft the best rules and regulations for licensing to support programs to serve our children. MMS is there to speak for you and the Montessori community.

Many positive changes have been implemented over the years to a variety of programs because of our advocacy for Montessori. Many people do not know about Montessori. Though each person may have a “*Montessori story*,” the awareness of what Montessori is and the components which make it such a great method for so many children are not generally known.

By joining Michigan Montessori Society, your voice can join others in creating a strong community and bringing Montessori to the table at the state level of early childhood education policies, legislation and licensing standards.

For those of you who are interested in joining MMS, please go to our website MMSoc.org and follow the link to join. Yearly individual memberships are recognized from July 1 to June 30 of each year.

What If ICE Knocks on Your Door?

By Cathé Calder

As Montessorians dedicated to creating nurturing learning environments for children, we must also take on the responsibility of protecting them. In light of changes in federal immigration policy following the inauguration of President Trump, it's essential for schools to be prepared in the event of an immigration enforcement action.



Shortly after taking office, President Trump issued executive orders that impacted immigration enforcement procedures. One significant change was the Department of Homeland Security (DHS) rescinding a long-standing policy that restricted immigration officers from entering "sensitive location" —such as schools—without special circumstances. All of us need to know what to do if DHS/ICE Comes to our School.

The big question is: Are Schools Required to Allow Immigration Officers to Enter?
It depends on the type of warrant the officers have:

- Administrative Warrant: Issued by DHS and signed by an immigration judge.
 - This does not grant access to non-public areas of the school without consent.
 - You are not legally required to comply with an administrative warrant.
 - Contact your school's attorney immediately if presented with one.
- Judicial Warrant: Issued by a federal or state court, signed by a judge, and typically includes specific instructions regarding individuals or areas to be searched.
 - This type of warrant must be honored.
 - These are generally used in criminal investigations and are less commonly presented at schools.

School Protocols: What To Have in Place

To ensure the safety and rights of students, every school should have a clear and practiced policy, which includes the following steps:

1. Initial Contact
 - Train front desk staff and any employees likely to encounter an immigration officer to:
 - Keep the officer in a public area (e.g., lobby) or outside the building.
 - Avoid granting access to non-public areas without confirmation.
2. Designate a Point Person
 - Assign a specific staff member to handle interactions with immigration officers.
3. Request Identification and Documentation



- The designated staff member should:
 - o Request official identification (name, badge or ID number, and contact details).
 - o Ask for a business card and any legal documentation authorizing their visit.
- 4. Review the Warrant
 - If presented with a warrant:
 - o Review it carefully to confirm whether it's administrative or judicial.
 - o Confirm its validity and understand the scope of what it permits.
 - o Officers must wait while this review takes place.
 - o Contact the school's legal counsel immediately.
- 5. Understand Public vs. Non-Public Spaces
 - Clarify which areas of your school are public (e.g., lobbies, parking lots, playing fields) and which are not.
 - o Try to keep students in non-public areas during any interaction with immigration officers.
 - o Once a student is off school grounds and in a public space, they may be subject to arrest, regardless of the warrant type.
- 7. Communication with Families
 - If immigration officers visit the school:
 - o Notify parents or caregivers as soon as possible.
 - o Be prepared to contact emergency guardians in case a parent is detained.
- 8. Policy Awareness and Training
 - Ensure all staff are trained and fully understand the school's policies, legal boundaries, and their roles in such situations.

It is essential that your school's attorney reviews and approves all internal policies and procedures related to immigration enforcement. Being informed, calm, and prepared helps ensure the safety and dignity of your students, staff, and their families.



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, a Montessori parent

The first two parts of this article were published previously in this newsletter. The author completes his article on rewards and punishment with his thoughts on how achieve mastery.

Mastery is the one aspect that I think we all do very well in this country. I think our biggest problem is that we don't have the autonomy in our drive towards mastery and we constantly feel like we are working for something that is outside our control.

There are some important thoughts I would like to share regarding mastery, though. It comes from purposeful practice, from seeking and receiving descriptive feedback, and then applying that feedback to more time spent in the activity in a concerted effort. The 10-thousand-hour idea works when the master has had purposeful practice during that time.

To provide the feedback needed to have our students grow in their practice, we need to make sure it is specific, inquisitive, and descriptive. Avoid using phrases such as "good job," but instead ask questions about their processes toward creation, their feelings toward the activity, or describe specifically what you or they saw. Of course, be yourself, and tell your kids you love them and how much you love their work, and if you say "great job," it's okay. A good rule of thumb is that any type of praise is fine when it is genuine and it is not being used to get a desired behavior.

Another aspect of that type of purposeful practice is the ability to make mistakes, to be comfortable making mistakes. When our children are confident and motivated, they will not be afraid to make the necessary mistakes needed to create deep and meaningful connections in their brain. We must embrace their value and check ourselves when reprimanding our children. Is this really something I need to be mad about or is this a teaching moment for my child, myself, our family?

Emotions can run hot in a classroom and especially at home. They are a source of energy that needs to get released. So, of course, you are mad when all you have been hearing is screaming and crying from two different voices as you are trying to get the kids out the door by 7:30 in the middle of a rain storm. But is releasing that energy going to help us get us out of the house more quickly?

We have to embrace mistakes, challenges, frustrations for the benefit that they bring and use them to build towards mastery. So, in those moments, you do what you need to do to move forward as calmly as possible. When everyone calms down (and it might be much later in the day), talk about what happened. There does not need to be anger at that moment to let your child know what you thought of their actions and choices. So important...always separate your child from the individual actions and choices they make. Yes, we are the embodiment of our thoughts, words, and actions, but do not judge the collective. In fact, always let your child know how much you love them and value them. But, boy golly, you can let them know just how awful you thought their certain choice was.

And finally, do not place such a high emphasis on the value of an A+ in school. Yes, we want our children to succeed and grades are a way of showing empirical evidence that your child is kicking butt. However, if you want your child to become a lifelong learner that will succeed in the long term, then place more of an emphasis on reflecting about the learning that took place. Ask questions that build a conversation about what was learned and felt during that time instead of what was evaluated.

When our children feel like they have the autonomy to make their own decisions, when they are confident and motivated to take on challenges that lead to mastery, we still need to consider one final vital characteristic: empathy. In order to gain a purpose that allows

our children to think of solutions and inventions outside the walls of what is currently known, they need to be able to think outside of their own thoughts and emotions. They need to be able to empathize with others.

As parents, we need to give our children opportunities to consider other people's points of view instead of forcing them to comply. Here is an example to illustrate this point. In our immediate family, I do not make my daughters apologize, however, we discuss how our actions made someone else feel and what saying sorry and acknowledging that hurt does to repair the relationship. It's not perfect in the short term, but it definitely helps me explain to my oldest child why her "mom is still salty at you, after you haven't apologized for screaming at her earlier because she asked you to brush your teeth". They will learn to apologize, to say thank you when we teach them why they are phrases to be used in the first place. Obviously, situations with extended family and in public will require basic manners, but don't be surprised when they say it automatically in those moments before you even have a chance to ask them.

My best advice for any parent or teacher is to win the war, not the battle. Our long-term goals require mistakes and learning opportunities along the way. By constantly controlling our kids' behavior, we take away those opportunities for them to grow more confident in their abilities. My biggest regrets and missteps as a father and teacher have been when I have forgotten that rule and tried to win every single battle I could.

Collaboration is so incredibly important, because it is the main tool in how we can raise our children. One of my favorite books, *The Whole Brain Child* by Daniel J. Siegel and Tina Payne Bryson, has twelve unique methods to help turn survival moments into thriving opportunities. I always like to quip that they are all literally just different ways to talk to your kids. There is no magic formula, solution, program, child expert, etc. when it comes to raising our kids. There is only conversation that builds relationships, and the better information that we can give to our kids in those conversations, the better we can prepare them for success. The more that we all commit to a better style of teaching and parenting, the more we can share and build together. This is a collective problem; it requires collective action. The better we can teach our kids and students to talk and communicate, the better off they will be in their careers and endeavors, and so will our society.

There must be a baseline minimum of needs getting met, either as a child or an adult, i.e. compensation for work. But after that, using external motivators to build the intrinsic motivation we want will not work, and it will more than likely damage the relationship you are trying to build with your child if you are using negative reinforcements, or damage their chances of being a self-motivated and determined adult, when using positive.

Change represents loss. You are attempting to sever a mental association, a connection in the brain in order to create a new, competing viewpoint. I have been on this research journey for about six years currently, really focusing on motivation in the last year. Please, read the literature for yourself. Internalize the thinking, so that it can truly become second nature. Challenge my thoughts, challenge your own. Find your own passions, or share in mine. Make a slow shift to start thinking about how to work with your children to solve problems and you will be amazed at how many little changes you are able to make as well, and how much more natural it becomes. And you won't ever want to go back.

Recommended Reading regarding Mastry

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.



MMS Board of Directors Election Slate – 2025

MMS members will soon be receiving a ballot for the upcoming election of the board of directors. Five three-year terms are open. The bios of the six candidates are below.

Kerri Graham is currently on the board and has been in Montessori education for 30+ years. She has worked as a lead teacher in schools in Midland, Southgate, and Indianapolis, Indiana. She returned to Michigan to take Montessori training and attended Delta College and Central Michigan University for Early Childhood Education. She received a Montessori 3-6 credential in 2007 and interned at the Montessori Center of Downriver, where she remained as a lead teacher for 10 years. She is now running a non-profit Montessori school in Mt. Pleasant, MI that just opened 3 years ago. Montessori and children have been her life's passion, and she is now experiencing the administrative side of child care. She still enjoys mornings in the classroom with the children.



Kate Kingsley is a dedicated Montessori Directress with 20 years of experience working with young children at The Grosse Pointe Academy's Montessori Early School. She holds an AMS teaching certificate and a BA in Liberal Studies from U of M. She has served on a number of committees (Professional Development, Curriculum Review, School Accreditation and Strategic Planning) in her community and enjoys being a part of organizations that serve both Montessori schools and teachers' interests.



Jasmin Reynolds began her Montessori career in 2016 as an assistant teacher. In 2021, Jasmin graduated with her Bachelor's Degree in Social Work from Wayne State University. During her program, she interned as a youth development program coordinator for low-income families; while continuing her role as an assistant in a 3-6 classroom. She later continued her education and obtained an AMS Early Childhood Teaching Certificate from MMTEC. She is currently a lead teacher at Ferndale Montessori. Over the years, she has found many parallels between her social work experiences and Montessori philosophy. Ultimately, she loves being in the classroom and watching the growth of her students over a three-year cycle. Jasmin believes in a holistic approach to understanding the needs of her students and looks forward to building up the Michigan Montessori Community by connecting people to resources they need to thrive. While on the MMS board, she has been highly involved in the planning of the annual MMS fall conference.



Melissa Romero has a B.A in Psychology from U of M specializing in Human Development. She completed course work for Mi teacher certification K-8 and has Montessori I and II endorsements. Melissa has over 25 years of experience as a Montessori guide having taught children ages 2 – 14. Other interests led her to complete a Social Emotional Learning Facilitator certification, Transformative Teaching and Leadership certification, and a TEACH 500 Hour .RYT yoga instructor certification. Melissa is currently pursuing an M.Ed in Education in Social Emotional Learning, Mindfulness & Yoga.



Kristan Small-Grimes has been teaching in the Lansing School District for 35 years, the last 20 years at Wexford Montessori. She has a B.A. in Human Development with a ZA endorsement and a Teaching Certificate. She earned her Master's in Curriculum & Planning under Michael Dorer, with E1 and E2 Montessori Credentials. She is currently the Coordinator of the Magnet Schools of America Montessori Reboot Grant at Wexford and a Montessori Coach for teachers in training. She is also an Instructor for the National Center for Montessori in the Public Sector and continues to serve various roles within the Lansing School District, including the Multicultural Task Force.



Lydia Teasley has 30+ years of experience in education from infant/toddler through kindergarten. Passionate about diversity and inclusion education for children, she seeks to assist in any way to create a diverse community of learning for all. She worked with state government officials to create a bill to honor the Negro Baseball League, successfully making May 2 Negro Baseball Day in Michigan. A main component of the bill encourages educating children on the rich history of baseball and its importance to culture. She initiated a parents' group to help build communication between home and school and created learning activities to help parents engage their children. Lydia sees the need to bring diversity into the Montessori community and will work toward that goal.



Yes, uninterrupted work periods are essential...

...but so are unstructured play times!

By Karen Lumsden

I know I may be “preaching to the choir,” but sometimes the choir needs to know why we’re singing these songs. When prospective parents visit a school to determine if the program is the right fit for their child and family, a frequent question they ask is, “How much class time do the children receive?” We all know that an extended class period is important and a foundation of Montessori schools, but how often do parents ask, “How much outdoor play time do the children receive?” I was asked that just last week and the question made me realize of how infrequently I hear it asked. Yes, uninterrupted time in the Montessori environment allowing the children to choose what interests them is a hallmark of an authentic program. But what about unstructured outdoor time? I began to think about the importance and benefits of outdoor, undirected, unscripted, unstructured, free play and decided to look into it.



Studies conducted by the Centers for Disease Control and Prevention (CDC) found that recess benefits students by improving their memory and attention, helping them stay on topic in class, reducing their disruptive behavior, and improving their social development. And that’s just for starters! Many public schools, responding to the No Child Left Behind Act, reduced recess time, and some eliminated it all together. The thought was that the children needed more “time on task” in the classroom and that stealing it from recess would provide it without extending the child’s school day.

Another study focused more on physical benefits. In addition to the obvious benefits of increased muscle strength, improved physical coordination and stamina, Edutopia found that physical activity increases blood flow sending more oxygen to the brain. This improves neural connectivity and growth of nerve cells in the learning and memory areas of the brain leading to improved attention and increased memory span. In addition, time spent in unstructured physical activity increases creativity and problem solving in children...and most likely in adults, too!

Scholastic researchers found that recess has positive cognitive, social, emotional, and physical outcomes for students. In many schools, recess is one of the few times during the day that children are able to interact with their peers more spontaneously, without adult direction. This allows children to practice navigating social situations, negotiating solutions, resolving conflicts, and time to hone their leadership skills. Several years ago, Robert Fulghum wrote a book titled All I Really Need to Know I Learned in Kindergarten. I would submit



that many, if not most of those lessons happened on the playground. These experiences help children develop social skills that will benefit them their whole lives.

While many playgrounds have equipment that suggest activities, free play time allows children to invent and create games ranging from imaginary adventures to playing “mom and dad” or to simply kicking a ball back and forth. This time, without having to worry about grades or corrections, allows the child to engage in inventing new games, testing new ideas, experimenting with structures without fear of failure.



Free play allows our children to practice and fine tune their leadership skills, especially in a Montessori environment with children of different ages playing together. Older children are able to “teach” the younger ones, explain the “rules of the game,” and display their athletic abilities contributing to building confidence and pride in themselves. Taking turns, deciding on teams, settling minor disputes are all opportunities for children to develop a sense of fairness and inclusiveness.

The benefits of unstructured and less supervised outdoor activities are undeniable. From brain function to social skill development, children need these opportunities. Unfortunately, the chance to engage in after school play where children are free to run next door and play with friends in the neighborhood is not available to many children. Recess at school is often the only time many children will have to participate in these essential life experiences. Inventing new games, developing social skills, practicing negotiation, discovering a talent, experiencing simple joy, finding a best friend all happen in play time that is free from adult interference. Let’s make sure we give recess the respect it deserves and honor and commit to providing “uninterrupted play time” as well as an “uninterrupted work period.”



Below are the lessons the listed in the book referenced above. Note how many are learned on the playground.

1. **Share everything.**
2. **Play fair.**
3. **Don't hit people.**
4. **Put things back where you found them.**
5. **CLEAN UP YOUR OWN MESS.**
6. **Don't take things that aren't yours.**
7. **Say you're SORRY when you HURT somebody.**
8. Wash your hands before you eat.
9. Flush.
10. Warm cookies and cold milk are good for you.
11. **Live a balanced life - learn some and drink some and draw some and paint some and sing and dance and play and work every day some.**
12. Take a nap every afternoon.
13. **When you go out into the world, watch out for traffic, hold hands, and stick together.**
14. **Be aware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.**
15. Goldfish and hamster and white mice and even the little seed in the Styrofoam cup - they all die. So do we.
16. **And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all – LOOK!**

MMS Spring Gathering –

Coffee, Tea & Montessori

Helping Neurodivergent Children Self-Regulate with Jessica Ravineala

By Karen Lumsden & Denise Van Pelt

Almost 70 Montessorians gathered to hear Jessica Ravineala speak on how to understand and help neurodivergent children regulate themselves. Her keynote address included an explanation of the various issues that neurodivergent children (and adults) experience and how to recognize each characteristic. She also focused on recognizing strengths and how to support



them. In regards to regulation, Jessica gave us a visual of a cup filled with challenges that each individual brings to his/her day. We don't appreciate how full each cup is, but the slightest ask or demand may cause the cup to overflow bringing about a meltdown. The behavior we see can be likened to an iceberg...we only see a small portion of what the child is reacting to. Examples of what we as teachers can do to "empty the cup" gave the

audience solid suggestions as to how to "co-regulate," and provide the necessary support to children to help them navigate their day successfully.



(Barb Barnes), navigating difficult conversations with parents and staff (Maggie Bischoff) and

In addition to the keynote, attendees had opportunities to share their insights with colleagues in two discussion sessions. In addition to a Q & A led by Jessica, MMS Board members led the discussion groups focused on language delays

classroom management (Denise Van Pelt). The discussions were engaging and



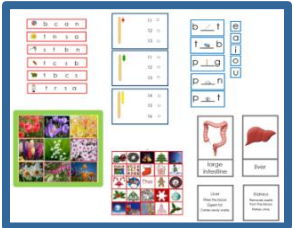
concerns and suggestions were shared bringing our community closer together.



Those in attendance were able to view bulletin boards displaying games and activities specifically designed to expose the children to many holidays celebrated around the world. Both preschool/kindergarten activities and elementary suggestions were displayed giving ideas for cultural classroom activities and party games.



In addition, MMS Members requesting it, received a "Take & Make" activity and six lucky winners went home with a variety of gifts from our "Members Only" Raffle.



This year, attendees were encouraged to attend a "swap" event, where materials no longer wanted (but still useful) were displayed for attendees to take. Matching & sequence works, math materials, trays, tables, language materials, practical life items were all available to those in attendance. Many walked out with boxes and bags full of items they can use in their programs.



This event also provided a lovely assortment of pastries, fruits and beverages for attendees in addition to the opportunity to peek into two well-appointed classrooms. Many remained afterwards to take pictures of works that interested them.



It was a thoroughly enjoyable day with a little something for everyone. If you would like to provide a space for next year's MMS Spring Gathering, please reach out to Kathy at Kathy@mmsoc.org.



SAVE THE DATE



**NOVEMBER
8TH, 2025**



Featuring Rosemary Quaranta

- Rosemary has over 40 years experience as a credentialed AMI 3-12 teacher and Head of School.
- She is a frequent global presenter at conferences and enthusiastically shares her passion.
- She is currently spending part of her time consulting with Seton Montessori Institute In Clarendon Hills, Illinois, and Instructing for the WSMS Teacher Education Program in New York City



Weber's Inn Ann Arbor

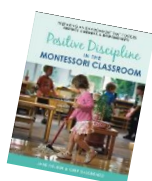


MMS Members Only*

Raffle

MMS's 5th Annual Summer Raffle – Join MMS and Win!

Win a book



for your summer reading! Or

A work for



your classroom! Or

An item



from by our vendors Or

A gift card



Or



*Membership for the 2025-26 school year begins July 1, 2025. Only members that renew their membership for the 2025-26 school year prior to the drawing in August are eligible to win in the 2025 MMS Summer Raffle.





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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 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 opportunities

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.