

## Understanding Montessori's Sensitive Periods

By Teresa Grim, Rainforest (6-9 age level) Teacher

Maria Montessori found that children develop specific abilities during certain significant time periods of their lives. She used the term "sensitive periods" to refer to these specific periods. The term was first coined by Dutch geneticist Hugo de Vries. Maria Montessori then adopted it.

Dr. Montessori believed the first few years of life (from birth to 6-7 years) were crucial to the development of the child. She believed these years were filled with leaps in learning for the child. These sensitive periods made acquisition of learning and skill effortless for the child. The child is more open, interested and motivated to learn specific information. The brain seems to absorb the specific information, process it, and then retain it. If the child misses the sensitive period, then the skill/information is not processed and acquired with ease. The time period and duration of these periods differ for each child.

The sensitive period of language, for example, made the acquisition of language for the child extremely easy and almost effortless. If the sensitive period passes and the child misses it by

not being exposed to the particular developmental stimuli, then the window of opportunity for the brain to retain the skill with ease also passes.

Another example is writing.

If the child is in the sensitive period for the development for writing, then the child will write and write, not tiring of the process and exploration. He will work for long periods. Even art work or drawing will become an exploration of writing. If given opportunity to explore and reproduce over and over, the child will master the skill.



**If given opportunity to explore and reproduce over and over, the child will master the skill.**

These sensitive periods are outlined below:

Birth to 6 years: Language, movement, exploration and refinement of senses, detail to small objects, engaging in meaningful activity, music, counting and number sense, spatial relationships and grace/manners and order.

6 years to 12 years: Justice and moral judgment, social relationships, money and economics, imagination, using

tools and machines, sense of history and time, sense of humanistic traits – belonging to a family and a sense of how the world works.

During these sensitive periods, the child seems to be focused on one set to the exclusion of others. Also, the child will do work over and over again during these periods.

If the child is able to develop through these sensitive period and work, then the child comes out of the

period with the acquisition of knowledge/skill, and he is more peaceful and rested.

So if it's frustrating for you that your learner seems "stuck" on one thing, keep in mind this may be what's happening and rest assured her teacher is carefully monitoring her. Of course, you are always welcome to discuss your observations or concerns with your child's teachers/advisors. This is the best way to make sure that we are all working together for the benefit of your learner.

### November

- 1—PIP Workshop, 7 pm
- 4—Parent Partner Conference, No School
- 11—Parent Partner Conference, No School
- 23-25—Fall Break, No School

### December

- 6—PIP Workshop, 7 pm: Montessori Math Scope and Sequence for Ages 6-12
- 21-30—Winter Break. December 20 is the last day of school. We will resume on Wednesday January 4th.

### January

- 4—Classes resume
- 16—All programs OPEN in observance of Martin Luther King Jr. Day
- 20—All programs CLOSED, Staff In-Service
- \*\*No PIP Workshop this month.\*\*

# Vision and Hearing Screenings

By Melissa Frey, Health Services Coordinator



The health services portion of the Family Handbook can give families a picture of what role Health Services plays in our school. However, another function that Health Services performs that families may not be aware of is the administration of vision and hearing screens. A small bit of information went out in the weekly notes home at the beginning of the year concerning “first grade” vision screens. This article will hopefully give parents more information about what vision and hearing screens are and when they are performed.

Each state recommends at what ages or grade level vision and hearing screens are performed. For the state of Indiana vision screens are requested at the K/1st grade level, again at 3rd grade and 8th grade. Hearing screens are performed at 1st, 3rd, 7th, and 10th grades. Vision screening at the K/1st grade level consist of a series of screenings including visual acuity and stereoscopic depth perception, completed by Health Services staff and refractive error (focusing power), ocular health, and binocular coordination completed by an eye care professional. We are very fortunate to have Dr Braaten, a local Optometrist, come and do the latter portion of the screenings for us. (THANK YOU, Dr. Braaten.) Vision screening for older learners is a visual acuity screening. Hearing screening is conducted using pure tone Audiometry. Tones, which the learners hear as “beeping”, are heard through a headset. The learner responds by raising their hand when they hear the tone.

Vision and hearing are very important for development, communication and learning. The child’s sense of sight develops over a number of years and many factors can affect a child’s hearing like certain illnesses or exposure to loud noises. In an article by the Oklahoma Department of Health the author states “Children are often unaware that they are seeing “less” than they should.” This

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## QUESTION OF THE MONTH

Our staff receive such great and varied questions from our families every day, we though it might be helpful to share some here. If you have a question you’d like to see here, email Crystal at [cmconnell@shiningminds.com](mailto:cmconnell@shiningminds.com).

### HOW DO I COMPLETE AN ABSENCE WAIVER?

Waivers do exactly what they say: waive absences. This means that, once complete and approved, we will change the notation of “absence” to “waived” and the absence will no longer be part of the absence total for your child.

Waivers should be planned in advance whenever possible. Notify your teacher/advisor of the upcoming absence and they will work with you to plan some appropriate activities. Return the waiver form with any completed work/presentation. Once complete and approved by the staff member, we will correct the attendance record. These experiences can lead to relevant learning for your child.

Keep in mind that depending on the length of the absence, the complete work may not waive the entire absence. You teacher/ advisor will determine how much of the absence is waived.

You can also use the waiver if your child is home sick, but we ask you to use good judgement for this. If they are very ill, we don’t want them doing schoolwork, we want them to rest. But if their illness is minor, find some work at home activities and fill out a waiver. The waiver can be found [on our website](#). Waivers should returned within two weeks of the absence.



## Helping Hands

Your opportunity to get involved!

Please contact PIP at [pip@shiningminds.com](mailto:pip@shiningminds.com) if you’d like to help with these projects:

### Market Day

- Volunteers are needed to help organize and give out the food delivery.

### Celebration for Education

- Many hands are need to help make this year’s event a success. Get involved today!

**December PIP Workshop  
Tuesday December 6th  
at 7 pm**

Montessori Math: Scope and Sequence for 6-12 Year Olds.

# Parent Perspective: Our Struggle with Attention Deficit Disorder (ADD)

Submitted by a CM Parent

My child has been at Community Montessori for seven years. In those years my husband and I have struggled with his unwillingness to care about his education and his avoidance of work. When asked to work at home, he would get angry. He also had trouble paying attention to anything that he wasn't interested in. His inattentiveness wasn't horrible or even noticeable to some, but it was there. He was able to concentrate on things that were important to him, and was able to keep up with his peers, but just barely, so we didn't worry much. Occasionally, we would talk with his teachers, wondering if something was wrong. We were assured that he was ok, just that he didn't want to work, and honestly a lot of the way we just dismissed it as part of being a boy.

We began to see that he had trouble keeping and making friends. It always seemed as if he was on the outside looking in, and he couldn't figure out how to fit in. Many days I cried over things he told me were said to him by other children and how they treated him, but I also knew that a lot of what happened to him he brought on himself. It was during this time that his lack of work began to really show up, and his anger at having to work was getting worse at home. He would often spend more time trying to avoid work than the actual work would take. We often ended up in a yelling match. These bouts always left me feeling a failure as a parent. He would do silly things that he thought were funny, that just made everyone else upset. Whenever we went somewhere, he was the last one out the door, and he was usually angry over having to be rushed out of the house. Our house was becoming a tense place. We knew we needed help.

Believing that children are often put on medication when it isn't necessary, and being afraid to lose him is some sort of medicated fog, we started looking for alternatives. We found an amino acid called L-Theanine. It is often used in other countries to treat ADD before a decision is made on stronger medicine. We started him on it, and in the first week he reported that he was able to work with his friends without them having to tell him to stop bothering them. After a few weeks we upped the dose, and he came and told us he had written a paper. He hadn't written voluntarily in years! We were so excited, and continued to be thrilled with the results. He was working more at school and was happier. He still had anger issues, so after about a year on the L-Theanine we decided to seek additional help. We took him to see [Ann Anzalone](#) in Dayton, Ohio. She uses a method called Brain Gym, and we came away with some movements to do daily. These also helped. Now I'm not saying that our world was perfect, but it was much improved. He still negotiated his work, acted impulsively, and had angry outbursts, but not with the same in-

tensity. We could live with it.

Fast forward a few years. It now becomes obvious that he was once again not doing the work that was expected for his age. His work was rushed, incomplete and well, just not up to par. His sister was getting more and more frustrated with him, and now that we were requiring his one hour of work at home we were fighting with him to get even a little work done. We wondered if perhaps he could benefit from medicine. After talking it over, we decided to call our doctor. I remember waiting with him in the doctor's office feeling like a failure. Had I tried everything? Did I do something wrong? I was almost in tears when the doctor came in the room. We did decide to put him on ADD medicine. I remember him coming home from school and I asked him if he felt different. He said no, he didn't feel different, but he was starting to realize his work ethic and that he needed to work at home, if that would be ok. WOW, that had certainly never happened before, ever. He worked that week and he worked some over

winter break. He is back on track now and is turning out a better quality of work. He also no longer gets angry over being reminded to work at home, if we even have to remind him. He pretty much works when he is

ready and is self monitoring the time he puts in.

We also noticed a few other changes. Our house is now a much more peaceful place to be. We are not fighting with him over things. We have kids dropping by and hanging out. He has discovered some new interests, and is now involved with projects that are outside of school. His sister has decided that he can be "not so annoying" to be around. Most of all, he is happy. My husband and I have begun to relax and enjoy each day with him. We also realized that we spent much of our lives making sure we didn't upset him. Being sure to mention a requirement of him in a way that hopefully wouldn't upset him and sometimes just not doing things because we knew he wouldn't like it.

All of this has made me wonder; why are we so afraid to give children the help they need? If he had needed medicine for an allergy, we would not have withheld it. I understand that ADD medicine has been over prescribed, and used in wrong ways, but that doesn't mean there are not kids who actually need it. I wonder what we are stealing from those children who need medicine, by not giving it to them. Are we stealing their hope of friendship, their ability to build relationships, their education? Worse, are we stealing their future?

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## Teen Perspectives

*contributed by Teen Program Learners*

*This month our Teen Perspective looks at the annual camping trip that all Teen Program learners are encouraged to attend. Here, one Natural Disaster learner and one Woods learner share their experience.*

The camping trip was a bonding experience for the learners of the Typhoon and Tsunami Studios. Although it rained most of the three days at camp, the teens made the most of it by playing games (Inside and outside), doing crafts, playing music, and talking to friends around the fire.

On the first day the teens explored the new camp site by getting settled into their new cabins and going on a hike. The hike was led by a student who took everyone to a beautiful rock formation. After the hike teens mingled in groups; talked and played games. The teens ended the day with a dance party that everyone enjoyed. We all got a lot closer too.

On the second day the teens woke to a wonderful breakfast of pancakes, eggs, and sausage. For most of that day the teens just worked on relationship building. At about three or four the teens split of into their separate groups to practice their fairytales. Each learner was assigned a group earlier this year and each group was assigned a fairytale, and to the teens surprise so were the teachers.

The comedic and hilarious skits were shown the second night in the campground shelter house. There were several plays preformed including, Thumbelina, Frog Prince, Snow White, The Three Little Pigs, and many more. At the end was a surprise performance from the teachers of Cinderella. Jessica Valentine starred as Cinderella. Hannegan Roseberry played as the evil step mother while Mandy Hartman, Ashley Spray, and Danielle Manzo played the evil step sisters. Glenn Fondren played the gallant Irish prince, and dazzled us all with his charming Irish accent.

On the third day teens were winding down from the tiresome outing. The learners ate breakfast and spent the rest of the

morning packing. The bus ride back was rather excruciatingly long. We arrived at school, ate lunches and most learners went home.

The camping trip, overall, was a fun experience for all of the learners. We all grew the fibers within our studios and with other studios as well.

~Lauren Frey, Typhoon



As a student who is new to the Woods, I'll admit that I was initially wary of this camping trip and uncertain of how it would turn out. After all, I was going to a place I'd never been before with people I'd never hung out with before. I think we all went in with high hopes, though, leaving the school with an air of excitement and anticipation.

The drive up passed quickly, and soon we found ourselves in Bloomington, where we toured Indiana University. In addition to the beautiful campus, IU had some really cool features, such as an art museum designed with no right angles, several libraries that are open the public, and many historical buildings. After stopping for lunch at a lovely parking garage, we continued to the campgrounds.

While the teachers went about setting up camp, we students congregated around some picnic tables and chatted. A few students played guitars and we sang along. Then we separated into groups; some of us went to make art and some of us went for an enlivening hike through the woods, during which we crossed streams, broken branches, and muddy paths.

Upon returning, we were given reading assignments. I read mine while sitting in the beautiful amphitheater, listening to the beautiful sounds of the wind blowing through the tall trees, the leaves rustling, and the continual whining of a leaf blower in the distance. Over all, a good experience. After din-

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## SNOW DAY!

Inclement weather will be here before you know it. Make sure you know what to do.

### For School Closing Information

~Visit [www.shiningminds.com](http://www.shiningminds.com)

~Call 812-948-1000 and press \*

~Tune into local television stations

#### If school is CLOSED:

TEENS: Closed  
ELEMENTARY: Closed  
EARLY EDUCATION: AM & PM Closed  
EXTENDED LEARNING: 1 hour delay, opens at 8:30 am

#### If school is DELAYED (1 hour):

TEENS: starts at 9:20 am  
ELEMENTARY: starts at 9:40 am  
EARLY EDUCATION: AM starts at 10 am  
PM starts at 2 pm  
\*EXTENDED LEARNING: starts at 7:30 am

\*For learners enrolled in Extended Learning only.

## ~ UPCOMING PIP WORKSHOPS ~

December 6<sup>th</sup> – Montessori Math Scope and Sequence for 6-12 Year Olds

February 7<sup>th</sup> – State of the School Address

March 6<sup>th</sup> – Teen’s Program Presentation – Everything You Need to Know—  
From Expectations for Transitioning Teens to Gaining Credits and Beyond

April 3<sup>rd</sup> – Forum discussion on relationships and adolescent development  
(geared to families of teens)

May 1<sup>st</sup> – Technology and the Brain

### Teen Perspective *Continued from Page 4*

ner and an evening of sitting around the fire and listening in while a few of our learners strummed their guitars, we went to our cabins.

Tuesday morning, I attended a reading group that discussed a *National Geographic* article about the teenage brain. We talked about why teenagers are so prone to thrill-seeking and risk-taking and the consequences that those actions can take. The learners in my group were so open and honest about their past experiences and sharing their concerns about their relationships with their parents, their peers, and themselves. Their heartfelt comments made me really appreciate this activity, as it gave me a chance to listen to them and also let my own thoughts be heard.

Later on that night, we gathered into the amphitheater for our Cocoa House talent show. To start the show, the advisors performed a hilarious skit about a Montessori student named Pinocchio and his journey to becoming a “normalized” boy. Though the skit had us laughing, it was also a reminder to us that school is about finding a balance between fun and learning. There were so many other wonderful talents, varying from beautiful singing solos, acoustic sing-alongs, shadow puppets, and even dancing routines. What really touched me was the audience’s support of the performances. Following every performance was a collective cheer and a thunderous applause. I didn’t hear one negative comment. It was an amazing feeling to be surrounded by peers and hear all that beautiful music and to see such raw talent. I now understand what Montessorians mean when they say that we should “be a community,” because in that moment, we became a community. To sum it up, an Oak learner says, “I found that the

fibers were linked together in this camping trip...and I thought: this is a community. This is Montessori.”

The next morning was bittersweet because we had some really good team-building activities, but we also had to leave. My studio’s activity was very cool, so I will take the time to describe it here. We all sat in a circle with our backs facing the center. Five or six people stood in the middle of the circle, and then Kyle would call out something like, “Touch someone who brightens your day,” or, “Touch someone you’ve always wanted to thank, but never have been able to.” Then the people in the middle would go around and tap a person on the back if they felt they deserved it. To my knowledge, not one person was left out. We all had something that our peers wanted to thank us for. I walked away knowing that my classmates cared about me and respected me. I also left with the hope that maybe I had helped my peers to feel the same way. I think that Sequoia did such an awesome job of uniting over those three days, and I feel so proud of us for it.

We were all very sad to leave the campgrounds, but glad to get home to shower and sleep. The feeling of oneness that we developed that week wasn’t left behind at McCormick Creek, though. We’re still holding onto it. I feel like our studio has grown and gotten so much stronger, and I know we’re all benefiting from the community feeling we helped create and will continue to create as the year goes on. I’d like to close by thanking the advisors and parents for getting this trip together, as well as the learners for making it a truly great experience that I won’t soon forget.

~Raeann Craft, Sequoia

# College Admissions 101

By Debbie Jinks, Teen Transition Coordinator

There's a chill in the air, and the leaves are turning. So, what season is it? It's college application season! College-bound teens in the Class of 2012 have already begun the process of taking the SAT/ACT, visiting campuses, and getting transcripts sent out. The whole process can be a little overwhelming, so let's break it down into smaller bits.

If your teen is a member of the Class of 2012 and is planning to go to college, hopefully you've had some conversations about the options and what is realistic for your family and teen. Are they looking at a community college (such as Ivy Tech) or a four-year program? Will they be living at home or living on campus? Will it be a public university or independent, In-state or out-of-state? Having open and honest conversations at the beginning of the process can save disappointment later. Keep in mind that while you can get estimates of what kind of financial aid your family may receive by using an estimator (a pretty good one is at [www.triptocollege.org](http://www.triptocollege.org)) you will generally need to apply to college before you really know exactly what your financial aid picture will be.

Once you and your teen have compiled a list of things you are looking for in a college, it's time to visit campuses. There's no better way for your teen to "try on" a particular school than to be on campus when it's bustling with activity. To get the most out of a college visit, plan ahead for an appointment and you'll be set up with a student guide who can answer your questions, and you may even be able to sit in on a class or two. Another option is to visit a campus during a special visit day or "open house." These events usually include lots of information about academics, housing options, and financial aid. Procedures for setting up campus visits can usually be found in the "Admissions" section of a college's website.

Application deadlines and procedures vary widely, and while some schools offer special financial incentives for applying early (sometimes as early as October and November 1<sup>st</sup>), most colleges accept applications well into the spring, and some have rolling admissions with no application deadline. Just be aware that the longer you wait, the lower your teen's chance of receiving institutional scholarships becomes. It really is up to you and your teen to know what your deadlines are for any college you are considering.

ACT  
SAT  
OMG!

Most colleges will require that you submit SAT or ACT scores when you apply, so make sure your teen has taken at least one of these tests. Most experts recommend that college-bound teens test in the late spring of the junior year and again in the fall of the senior year. Register for the SAT at [www.sat.collegeboard.org](http://www.sat.collegeboard.org) or for the ACT at [www.actstudent.org](http://www.actstudent.org). Most colleges will accept scores from either test, and some will require that scores be sent directly from the testing agency, while others will accept scores sent with the teen's high school transcript.

Speaking of transcripts, most colleges require that the transcript come directly from the school the teen is attending, and there is usually some type of "counselor form" that goes along with it. If your teen is applying to college, be sure this form is printed out and given to the Teen Transition Coordinator well ahead of the application deadline. This gives us time to be sure that the transcript is as up-to-date and complete as possible with all in-progress courses and portfolio project topics listed. If there are completed courses or projects missing from the transcript, it can slow down this process, so teens need to be sure they have worked with their advisors to submit the necessary Course and Credit Approvals. The teen transition coordinator will make sure that all necessary school information is mailed out.

The applications required for colleges also vary widely. These will range from a quick online application with no essays required to more complicated forms requiring essays and letters of recommendation. Some will require an application fee (usually \$30-60), and some applications will be free. Again, it is the teen's responsibility to know what is required, but a little parental support can really help, too.

Once all of the application materials have been completed and sent out, you wait for an answer. Be sure to check email frequently in case there are questions. In my experience, it usually takes longer than you think, so don't panic if you don't get an answer back right away. If you haven't heard anything after a reasonable amount of time, it is perfectly okay to contact the Admissions Office to make sure all of the necessary documents have been received. Occasionally, things do get misfiled. Teens will receive written notification in the mail about the acceptance decision, and sometimes they also receive an email.

***Next question: How are we going to pay for all of this? That's a question to be answered in the next edition of the Community Times!***

## Vision and Hearing Screens

*Continued from Page 2*

same quote applies to children with hearing difficulties. Quite often the first time potential concerns are discovered are during routine screening done in school.

At Community Montessori vision and hearing screens are conducted in the fall months, and your learner may have shared their experience with you. If a learner has difficulties or doesn't "pass" a portion of the screening, the screening will be repeated. There are many factors that can influence a learner on any given day. For example, a child with seasonal allergies or congestion may have difficulty with the hearing screen that day. If however after a re-screening is performed there are still concerns, we send a referral letter home to the family.

It is very important to note that screenings are just that, screenings. When a learner does not "pass" a screening the indication is not necessarily hearing loss or visual impairment. It is, however, an indication that a further in depth evaluation by a health care professional may be needed. If you receive a notification from Health Services that your child requires further screening, please contact your physician and follow up with us within a few weeks.

Any family member with questions about our vision or hearing screens is welcome to contact me for more information at [mfrey@shiningminds.com](mailto:mfrey@shiningminds.com) or extension 1105.

## Winter Gifting

Our annual holiday giving program—**Winter Gifting**—kicked off on November 4th!

This tradition began early in our school's history, as our staff decided they would prefer to receive needed materials for their studio's in lieu of personal holiday gifts.

Snowflake displays can be found outside each studio until Winter Break, and there are options in all price ranges. If you would like to participate, simply select your snowflake and follow the instructions printed on the back.

Our staff appreciates your generosity—**and EVERYTHING** you do!

Searching for some ideas on how to support work@home with your learner? Check out these great suggestions from our studios:

**Puzzle it out!** Jigsaw puzzles help build visualization skills as well as memory and pattern recognition.

**Use estimation to tally spending while you are shopping for groceries with your family. Discuss estimation and rounding to the nearest dollar or decimal places.**

**Now, since you have all those groceries, cook something up and practice your fractions, discuss temperature and have a conversation about nutrition while you're at it!**

**Cold season is upon us—practice correct hand-washing technique and discuss the different times it's important to wash up. Older learners can do some research on how colds or other ailments are transmitted.**

# WORK @HOME

# HAPPY



# HOLIDAYS?

By Jana Morgan Herman, Ocean Lead Teacher

The holiday season is upon us. As this very busy time of year affects children in so many ways, we thought it would be the perfect time to address situations your family may encounter over the coming season.

Children depend on us to be as consistent as possible. Often during the holiday season however, we are not as able to provide the consistency that they need so much. This creates stress in both children and adults. While some stress in our lives may be beneficial, too much stress only exacerbates any situation. Although stress is a real element during the holidays, here are some helpful reminders and items for your consideration in attempting to make the inconsistencies as tolerable as possible...for everyone.

## 1. Plan.

Make a plan for your family as to the guidelines you will follow while you are visiting others or hosting company. Changes in schedule are unavoidable, however it is helpful if you are able to prepare your child with statements like: "We are spending the night/week with grandma/whomever (or "they are spending the night/week with us"). Some things will be different but these ground rules will be the same."

## 2. Respect your child.

It is not reasonable to believe your children can "shop until YOU drop." If children MUST go with you while you shop or visit your friends, make the events SHORT. If your child demonstrates that he or she is tired (i.e. throwing him/herself on the floor, rubbing eyes, crying....you know the secret clues) calmly end your trip and go home. We have all seen children who are falling apart, children need us to support them.. Likewise if you are visiting someone, go over expectations you have for your child before you visit and on the way there.

## 3. Semper Paratus (always prepared)

Remember not all people are used to nor prepared for having children in their houses. Remind your child that some things may be for eyes only, not for touching. I always kept things in my car that my children would enjoy using. Coloring books, books for reading and a small set of Lincoln Logs, along with a rug (a portable defined workspace) will help your child remain occupied while you converse. Again have realistic expectations for how long a child can entertain him/herself. Going for a walk or to a park while you visit allows children to move and enjoy themselves while adults talk.

## 4. Wash, Rinse, Repeat.

One time through is not enough. If situations arise while you are out shopping or visiting, quietly (as not to elevate the situation) have a private conversation with your child about what the ground rules are. For example if Jess is too loud, have a short private conversation, "Jess, remember the rules. If you need to, stay with me a while and then you may try again in a few minutes. We will be leaving/eating/going to bed soon. Thanks. I know it is not easy for you when things are so different." Hugs are also helpful in helping kids (and adults) settle.

## 5. Sleep on it.

Maintaining a consistent bedtime routine will do wonders for your family, no matter what state you are in (literally and figuratively). Bring your bedtime books and maybe even the favorite pillow and blanket. Following the same time line (dinner, bath, books in bed, g'night kiss) every evening will lessen the stress your child will feel over going to sleep in a different environment.

Finally, remember to be patient with yourself and your child. This too shall pass. The stress is short lived and if you manage everything carefully, you won't need a vacation from your vacation.



## "Some people believe..."

This is a phrase heard frequently at Community Montessori, but perhaps its most prominent during the holiday season. It is important to us as a school to be respectful of all belief systems, recognizing that it's our diversity that makes us such a wonderful local—and global—community. This season provides us with unlimited teachable moments. In our studios you will hear many discussions about different belief systems. Your child may make a dreidel, participate in a Friendship Feast, sing a Christmas carol, or light a menorah. All wonderful opportunities for our learners to explore what other people believe and to foster an attitude of tolerance and understanding for others' beliefs and customs.

Ask your studio teacher/advisor what projects and activities they'll be doing this year and come in and help so you can see first hand what WE believe.