The Montessori School of Camden

Montessori at a Distance

Handbook

Version 6, 14 July 2020

Table of Contents

Montessori in a Virtual World

We are going through some uncertain times. Most people find comfort in routine because it allows us to predict the near future. This is even more true for children than for adults because they have less control over their lives to begin with. The current stay-at-home regime has wiped out the academic routine for our children, just as it has radically altered the routines of our parents, staff, and faculty. We cannot hold our breath and wait for the healthcare emergency to dissipate. The purpose of the "Montessori at a Distance" Program is to allow us all to gain a measure of control over our lives and provide the nurturing environment parents have come to expect from their child's Montessori classroom.

The MSC faculty has developed a plan to replicate, using a blend of electronic media, the Montessori curriculum, and environment that your children have enjoyed this year. Obviously, we cannot re-create all aspects with teachers, children, and parents working from their homes. But we believe we have designed a program that will allow your children to re-establish routine and allow them to progress with their academic, social, and emotional development. *In addition, beginning with version 6 of the MAAD Handbook, we include the structure and guidelines for a hybrid educational model that includes plans for children on campus as well as at home. See MAAD-Modified (MAAD-M), below.*

This curriculum consists of several components. The first is the daily schedule, which allows the students to take up again their daily routine. Your child's Classroom Director send the schedule to you with the intent that you post it prominently to allow you to establish a framework for school days.

Second, your child's Classroom Director will be communicating with you and your child by a combination of text, phone, videoconference, Google Classroom, Transparent Classroom, Freckle, and other educational platforms (see the Technology section, below). The exact mix is being tailored for each level, and details will come to you in an email from the Directors. Classroom Directors will demonstrate lessons to individuals or small groups, the students will work individually on the work, supported by the Classroom Director or Assistant, as needed, during the day. Classroom Directors will also provide opportunities for class meetings/activities so students can feel connected to their fellow classmates and friends. Directors will also check to ensure students are making progress and will meet with the Headmaster weekly to report on student progress. Students with an IEP will receive the same level of additional support and accommodation they have experienced on campus. This is "Montessori at a Distance."

Learning together with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for children. This instills a great sense of

ownership and responsibility for the child. Above all, we want children to feel connected to their learning, not simply "complete assignments" while at home. Replicating what happens in our classrooms is not something we can achieve without being on campus. Our goal is to work in collaboration with families to keep alive the culture of learning that is a hallmark of Montessori and provide families with support and activities that match our school culture and curriculum.

Third, the Directors will hold "office hours" when parents or caregivers can connect with them to ask questions or voice concerns. In addition, each Friday they will invite all parents to a round table discussion to allow them to discuss challenges and ask questions of the Classroom Director and the other parents in their child's classroom.

Parents have a vital role in "distance education." Parents should not do the work for their children, but they can help recreate the environment and support the students as *they* do the work. Your child's Classroom Director can help you with the fine line between. In order for children to benefit from the program they will need to be available to interact with their Classroom Directors from 8 AM to 3 PM each day, but they will not be on line during that entire period. We will be taking attendance and reporting to the state, just as we do when we are on campus, but the important factor is that the children get a day's work done each day, not that they sign in at 8 AM and sign out at 3 PM.

This system assumes our families have access to internet and computers which is not always the case in our parent community. Parents who need equipment or do not have internet access need to ensure they are working with Classroom Directors to find alternate means to connect to the class. We can lend parents Chromebooks, for instance. In order to meet the needs of anyone for whom we cannot provide technology we have designed a system of pick-up and drop-off from school that some Directors will use for all their students for materials that can't be delivered electronically. Friday is "Drop-Off Day." This means teachers will drop off materials for the students, and parents may drop off materials for teachers. Monday is "pick Up Day," when parents and teachers may retrieve the materials left on Friday. The weekend gap is precautionary, allowing any harmful virus to dissipate before the materials are retrieved 72 hours later. A faculty member will be located in front of Primary Hall from 9 AM to 1 PM on Mondays and Fridays to assist.

In addition to the purely distance-learning mode described above, we hope to have an on-campus component for as many students as we can accommodate, given the limitations of safe distance.

This is *still* new for us, as it is for parents and students. During weekly meetings with the faculty we will be discussing what is working well, and what needs to be tweaked. The Directors will remain mentally nimble as we feel our way forward, and parents will be notified of the anticipated frequent changes to this Handbook. We

hope all parents can be flexible concerning changes, patient with missteps, express concerns openly, and offer possible solutions.

While we are certainly facing an unknown future, this plan should narrow our focus and provide a way forward until we can welcome your child to campus again.

Respectfully,
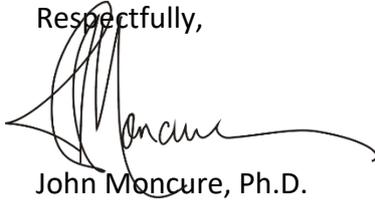
John Moncure, Ph.D.
Headmaster

Montessori Quotes to Set the Tone

"One test of the correctness of educational procedure is the happiness of the child."

"Joy, feeling one's own value, being appreciated and loved by others, feeling useful and capable of production are all factors of enormous value for the human soul."

"As we observe children, we see the vitality of their spirit, the maximum effort put forth in all they do, the intuition, attention and focus they bring to all life's events, and the sheer joy they experience in living."

"It is necessary that the child teach himself, and then the success is great."

"The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child. – The Absorbent Mind

"The instructions of the teacher consist then merely in a hint, a touch—enough to give a start to the child. The rest develops itself." – Dr. Montessori's Own Handbook

"… the task of the educator lies in seeing that the child does not confound good with immobility, and evil with activity, as often happens in old-time discipline."

The Academic Program

Because MSC serves children from infancy through Middle School the academic program varies greatly. But in each case, the academic program supports the development of the whole child

For the younger children parents or caregivers will need to will need to play a larger role as those children often need more re-direction than older students—this is why the uninterrupted work period for Elementary students is longer than for Primary students or Toddlers. MSC has prepared two documents to assist parents in their supporting role with their children. The first gives examples of the way Montessori guides demonstrate lessons in the classroom, but in this case using everyday household items. The second document gives ideas for a parent to capitalize on the spontaneous interest a child shows—or the parent points out—in every day observations or activities.

Interacting with Your Child the Montessori Way

Montessori Lessons for the Young Child at Home

Older children may also participate in the activities listed above. More likely, however, parents will need to adjust the actual lesson to something more age appropriate. Instead of pouring, the child may help make a simple dinner for the whole family.

Older students (Elementary and Secondary) generally work independently, alone or in small groups, doing the work demonstrated to them during a lesson. Elementary and Secondary Directors meet with small groups at designated times of the day to demonstrate the work to be performed. While students gather for lessons at designated times, for the presentation, they may meet together using a videoconferencing application to work together to master the task presented during the lesson.

Outside the assigned presentation or meeting times, students may organize the work of their day as they choose. This includes time for breaks, lunch, exercise, etc. They must complete the work, and if they do before the end of the school day they may choose other "work" (which adults may call fun or games). If you find your child not completing work, determine whether it is because of the difficulty of the task or work avoidance. If it is the former, they can always continue the next day. *Classroom Directors can easily assess when a student is engaged, frustrated, or bored in the classroom, but without direct contact this becomes much more difficult. It is essential that parents serve as the "eyes" of the Classroom Director, to gauge effort and difficulty, and to communicate with the classroom staff whenever the work level seems to be inappropriate for their child*.

Same and Different *at Home*

Montessori at a Distance can't be exactly the same as Montessori on campus. Identifying what is the same with MAAD, and what is different, can help put the at-home experience in context. For instance:

1. Lessons
   Same - child **selects**
   Different - rather than a Montessori lesson, child **selects** a toy or game from home (for younger students) or works with an array of teacher-supplied work.

2. Teacher assistance
   Same - child requests and goes to staff person or staff observes child needs assistance
   Different - child requests help of parent or parent observes and requests assistance from MSC staff

3. Schedule
   Same - staff uses a schedule (students are not necessarily aware that there is a schedule for lessons)
   Different - students are very aware that there is a schedule for lessons (a feeling of less choice); yet for some items (i.e., silent reading) there is greater flexibility in student deciding when to read, etc.

4. Self-check
   Same - with Freckle student is informed at the time of doing the lesson
   Different - student is waiting until next day for non-Freckle items

5. Collaboration between students
   Same - at scheduled lesson times
   Different - students initiate chats via their own Zoom account

6. Practical life skills, PE, lunch, snack
   Same - included in daily schedule and ideas provided by MSC
   Different - doing with parents rather than friends and staff

7. Record keeping
   Same - Transparent Classroom being used to identify lessons completed
   Different – other application record keeping in addition to Transparent Classroom

8. Staff impact
   Same - lesson/schedule preparation
   Different - using unfamiliar sources, much more additional work time

Same and Different in the Classroom

During the COVID-19 pandemic, if the classrooms are open they will differ from before in order to maximize safety, while at the same time preserving as much of the Montessori Method as possible. Most of the provision above apply.

9. *Materials*
   Same – typical Montessori materials are located in the classroom

Different – students will return materials to a separate table in the room, where they will be sanitized by additional staff members

10. Student Interaction
Same – students may still work together
Different – If they are working together (assuming closer than safe distance) they must wear the mask over mouth and nose

MAAD-Modified (MAAD-M)

If the school operates on campus during the COVID-19 emergency, some students will participate remotely, either at parent request or because the available spaces in the classroom are reduced to meet the requirements of social distancing. Full-day students who attend during the morning or afternoon only will use MAAD-M for the other portion of their day. In this situation, while most of the provisions of this document remain appropriate, students will be able to participate more fully that during MAAD only operations. They will have the additional advantage of being invited to lesson demonstrations that take place in the classroom, to work with classmates who are in the classroom, to attend live circle time and classroom discussions. One of the classroom teachers will be available for individual meetings, as occurs in MAAD.

Students enrolled in MAAD-M will be invited to campus before the school year begins to join newly-enrolled students and students who are transitioning to a new class for an extensive orientation. This time will be used to allow children to become comfortable with their teachers, learn the modes of operating either in a part-time or full-time MAAD-M environment. In addition, they will be familiarized with the operation of computer/iPad systems and the applications listed below, in the "Technology" section of this Handbook.

Special Education
Students with an IEP will meet with the specialist identified in the IEP according to the prescribed schedule. In order to ensure struggling students receive the additional assistance they need Classroom Directors will follow the provisions of the MTSS program outlined in the Manual of Policies and Procedures of the Montessori School of Camden (PPM).

MAAD Orientation
In the COVID-19 environment, students new to the classroom, whether just joining the MSC student body or bridging to another level will be invited to meet on campus before the beginning of the school year. Classroom Directors offer an orientation that helps students who will be attending school through MAAD-M make the adjustment. This orientation serves three purposes. First, it allows the child to feel more comfortable with his or her teachers. Second, for students who did not attend MSC during the 4th Quarter become familiar with and learn how to use the applications we use. Third, the student will get a feel for the routine of working from home.
The applications students will be taught include, at a minimum:

- *Zoom*
- *Freckle*
- *Google Classroom & email*
- *Transparent Classroom*

Because of the importance of social and emotional development, each classroom will host students who wish to attend, on campus one day a week to interact with classmates and teachers in a small group.

Administration

When Montessori at a Distance is in operation the administrative staff will also work remotely. On campus, parent questions or issues can be addressed quickly because we're usually within about 15 feet of each other. Working remotely takes a bit longer. We will do our best to maintain the personal touch parents have a right to expect, and we implement the following steps to get as close to that as possible.

- The office staff will send an email to all parents and staff daily, summarizing answers to questions that may apply to more than one parent. The receptionist is the clearing house for inquiries; she will forward any she cannot answer to the appropriate member of the school or Charter Institute staff. This "Montessori at a Distance Administrative Dispatch" (MAAD AD) will continue until the staff returns to campus.

- The school office will be manned virtually from 9 a.m. to 2 p.m. (M-F) daily for parents and students who need assistance by phone or to pick up needed supplies. The school nurse will be available by phone and email from 8 a.m. to 3 p.m. Tuesday thru Friday to assist families as needed.

- Parents can anticipate a response within 24 hours of a question, concern, or comment. The response may appear in the MAAD AD unless it is unique to a single family or child.

- The Headmaster, Administrative Assistant, and Receptionist have their phone calls and messages relayed to their computers as a recorded message. Parents may call the school number and, if no one answers, leave a message for any member of the office staff.

- Attendance. MSC continues to record attendance and report it to the SC Department of Education. During a normal school day, we can tell if a child is present because we help them out of their cars at the beginning of the day and help them back in their cars at the end of the day. During our off-campus time we will follow a Montessori way of understanding absence and presence. To be marked "present" a child does not need to be engaged with the teacher or work from 8 AM to 3 PM. As Montessori parents know, the seven-hour day includes snack, playground, lunch, and interacting with peers. MSC takes this into account. As long as a student completes the work expected for that day, or works diligently toward completion of that work during the day, the student is present. Classroom Directors will make the determination each day. The Headmaster will determine when absences amount to truancy and contact the parents to design remedial action.

Technology

- Logging into a student G-Suite Account. The headmaster assigns all enrolled students an account consisting of last name first initial @montessori-camden.com. For example, Timmy Jones' address would be JonesT@montessori-camden.com. *It is a Gmail address* even though "gmail" does not appear in the name. The initial password will be Jones1234—and it is case sensitive. To log in, the student must go to Gmail, add an account (or switch accounts if the family already uses Gmail), and sign in with the student address and password. Next, the student must change the address to be something easy to remember.

- Learning Platforms. Classroom Directors use a variety of applications to assist student learning. Each classroom director will indicate which platform will be used for each lesson. As the classroom directors and students become more acquainted with these tools, they may change the selection.
    - Google Classroom requires a student G-Suite Account and is a mainstay of the Montessori at a Distance program.
    - Google Hangouts is a component of Google Classroom that allows videoconferencing and is limited to 10 participants. It is mostly used for individual or small group lessons.
    - Freckle - https://www.freckle.com/ - all subjects; Math, Language 3rd year Primary.
    - ABC Mouse - https://www.abcmouse.com/ not currently using because parents must pay to subscribe.
    - Khan Academy - khanacademy.com - all subjects
    - EPIC - getepic.com for Science, Social Studies, Reading
    - ETV at home learning - https://www.scetv.org/at-home-learning, with activities included with each documentary.
    - Happy Numbers: https://happynumbers.com/ Math 1st & 2nd year Primary, sometimes 3rd year.
    - Lalilo: https://app.lalilo.com/#/portal Language 1st & 2nd year Primary, sometimes 3rd year.
    - Scholastic Magazine Classroom
      - https://classroommagazines.scholastic.com/support/learnathome.html
    - Literacy footprints: https://www.literacyfootprints.com/digital - Books students can read online.
    - Seesaw: https://web.seesaw.me/ - Seesaw is an electronic journal featuring activities scheduled by the teacher in an electronic journal. Students are given directions and record themselves.
    - Wetransfer: www.wetransfer.com to transfer videos up to 2GB.
    - Zoom – www.zoom.com, the primary videoconferencing tool used by the school.

- Transparent Classroom has a new feature for parents to upload photos of their child's work to their activity page. It's a great way to document student lessons and connect the Montessori Lesson to their pictures.

- o Parents must add a description to each photo,
- o Each description is pre-tagged with their child's name. This tag cannot be removed.
- o Parents with multiple children at the school must select their other child from the drop-down menu at the top of their screen before taking the photo.
- o Classroom Directors can comment on a parent-uploaded photo, even adding a keyword and lesson tag to update the child's progress using a keyword (mastered, practiced, introduced, etc.)

- Tips for Parents (This comes from an Upper Elementary Guide but it can apply above and below that age range.): How can I help my older child do the required stuff on line?
  - o Here is what the teachers are hearing:
    - ➢ I can't get into my account.
    - ➢ I can't find the assignments I'm supposed to do.
    - ➢ It says I already did that assignment, but I did not.
    - ➢ My email isn't working. Would you send this to my mom's account?
    - ➢ I'm at my dad's house but all the information is at my mom's house.
  - o Very little, in other words, about the work itself.

  - o Parents of kids in this age range--you may think your child is ready to navigate the online world of school, but they aren't. Here's how to help:
    - ☞ Set aside a time, just as you would for homework after school, where you are completely present to your child's needs. Don't try to do this in between your own work meetings, in other words.
    - ☞ Make sure you read emails from your teachers and write down any new account or password information they give you.
    - ☞ Register your child—don't let them do it alone, because they will promptly forget the user name or class code or password.
    - ☞ Write down every program with USERNAME EMAIL CLASS CODE combo it offers you.
    - ☞ Logout, and have your child login/logout twice in your presence.
    - ☞ Have your child do one activity while you sit there, so you can see them navigate the site. Write down some tips for them.
    - ☞ Have your child do another activity while you are elsewhere, and check that they accomplished it.
    - ☞ If your child can't get onto the site, look for a "forgot my password" link and have the password sent to the correct email.
    - ☞ Make it a rule that they change nothing about the site without you present so you can write it down.
    - ☞ If you have two households, make sure you communicate everything well. Send it by email. Send it by text, too.
    - ☞ Your teacher will not get mad at questions your child asks; however, we are not at the same place and it's hard to email back and forth (kids often do not do the "check

email" thing constantly). It's hard to explain to a kid this age by email. A real person guiding them is so much more helpful!

☞ *Technology Assistance. The MSC faculty has become proficient with the tools used in MAAD, and serve as the first resource for parents and students for technological issues. A member of the office staff is the additional resource for problems that can't be solved by the classroom teachers.*

- A Guide to Videoconference Etiquette.

1. General.
   Video conferencing is an important part of the new normal for schools. This guide will help you learn the dos and don'ts of video conferencing for your children.
   o The host (usually the Classroom Director) sends an invitation with a password (as an additional security precaution). If the participant uses the link sent by the host she will not need the password.
   o Participants initially go to the "Wait Room" and will not be able to enter the meeting screen until the host admits them. This is a security precaution to limit access to authorized users.
   o The host controls each person's mute if the participate does not turn it on.
   o Participants have access to a hand icon at the bottom toward the right using the "Reactions" button. They can click the thumbs up 👍 to agree, and wave 👋 to let the host know they have something they would like to say.

2. Be confident in the technology.
   Don't be surprised if after a day or so your child will be better at videoconferencing than you. Children have an "absorbent mind" and you have surely noticed their ability to connect with devices—even when we don't want them to!

3. Mute yourself when you join the class and only unmute when you are speaking. Re-mute when you have finished speaking.
   Even though you may not be speaking and think you're being quiet, most microphones can pick up minor background noises, like coughs, sneezes, or typing. These sounds can easily distract other children and potentially even cause annoyance. Your child's Classroom Director can mute everyone, but while she is presenting it is an additional chore to monitor muting.

4. Be on time.
   This one should be standard with any meeting, video or otherwise. However, when you're dialing in to a video conference, it's especially important. While you might be able to get away with sneaking into a physical meeting late, everything is more visible in a video conference.

5. Eye contact.

Eye contact is extremely important during a video conference, as you want the Classroom Director and the other children conferencing in to feel engaged. When you walk in late, you'll be making noise and distract anyone in the room who is speaking. This can result in confusion and stoppages. Additionally, when you're on time for a meeting, it'll make getting set up with technology easier and less painless so the meeting can start on time.

6. Ensure your technology works correctly.
    You don't want to have to delay a meeting for an important lesson because your video conferencing system isn't working properly. You may need to do a few test runs with other parents before going live with your child's first class. This will make sure everything runs smoothly during the real thing.

7. Make sure you are using the correct software.
    Many videoconferencing options are available. MSC has chosen Zoom as its primary means of communication by video. However, the Classroom Director may choose to use Skype or other videoconferencing apps. Your Classroom Director will let you know in advance if she will use a different application.

8. Wear school-appropriate clothing.
    While your child's Classroom Director may propose a funny clothing day, ordinarily unusual clothes could cause a distraction to the other students, which will, in turn, lessen the value of the video time.

9. Frame the camera correctly.
    When your child is on video, make sure he or she is framed in the camera in a way that feels natural and allows you to look at the camera. I "head and shoulders" shot is a good rule of thumb. Sit at eye level to the lens, and try to position yourself so that it shows midsection up. Placing it too high leaves other participants staring down at you like a bad tv show. Putting a camera too low make it impossible for the other participants to see your child's face.

10. Have the right light.
    Poor lighting conditions have an enormous effect on the video quality that you send. You'll want to make sure that there is enough light in the room you're in so that your video isn't grainy and unwatchable. Try to avoid mixing natural lighting and interior lighting unless your bulbs are daylight white. You also don't want any faces being lit from below, as this makes your child look like a cartoonish villain from a silent film. Lighting from the sides will make faces look the best, so try for that if you can.

11. Look into the camera.
    A common mistake is looking at the video feed instead of the camera when speaking to a remote participant. While it may seem like the right thing to do, it actually makes it appear as if you're looking off and not paying attention. Looking into the camera lens is

the equivalent of looking into the person's eyes, so have your child practice doing so until he or she is comfortable with it.

12. Pay attention.
Your child needs to become comfortable paying attention in this new environment, and may need your help at the beginning. Clear the conference area of toys or other distractions—especially siblings! You may need to coach your child at first.

Health

Please review the Health and Safety Measures on the "Montessori at a Distance" page of the MSC web site, which addresses the health and safety plans for our return to school. This document will be revised as we learn more about how to protect our children, staff, and Montessori community from the virus.

Because most of us are working from home, both parents, children, and school staff are susceptible to "cabin fever." This is a real danger—more for some than others, perhaps, but a factor we should all take into account and address. Here are some thoughts, taken from an NPR report by Tut Underwood (see link in Additional Resources section), below.

Excerpts from the article: "Columbia psychiatrist Peter Loper said one effect is being alone too much with one's thoughts, and with anxiety, a problem which can be exacerbated by a pandemic like COVID-19. In addition, being at home and exposed to too much news and social media can reinforce that anxiety and uncertainty." "Fellow psychiatrist Dr. Robin Welsh said children also are subject to cabin fever, though they manifest it a bit differently, such as through behaviour issues and sleep problems."

Suggestions:
- Keep their routines in place. Regular schedules are key for children, it makes them less anxious. Have the same wake up, meal times and bedtimes.
- Use Skype, FaceTime, or Zoom for virtual playdates to allow children to keep up with their friends, as well as to connect with family members.
- Too much social media can be a bad thing. They're full of gloom and doom, that is certainly going to reinforce your sense of hopelessness. Cut it back; even better, turn it off!
- Get back to life's fundamentals. Get out of the house; get exercise. Pumping muscles and increasing oxygen intake releases endorphins that have very specific and very powerful antidepressant effects.

Additional Resources for Families

Your school's web sites

- www.montessori-camden.com
- www.mepiforum.org is the web site for Montessori Educational Programs International, the professional affiliation for MSC.

Sensory Bin Ideas

- https://busytoddler.com/2016/04/sensory-bin-basics/
- https://littlebinsforlittlehands.com/all-about-sensory-bins-5-things-need-know/
- https://www.trilliummontessori.org/join-library/

More Resources

- [COVID-19 An Illustrated Guide](#) by Adrianne Presnell
- *https://www.trilliummontessori.org/survival-guide/*
- [Distance Learning in Times of Disaster](#), a blog by Letty Rising at Trillium Montessori
- [List of Montessori online courses and webinars](#) compiled by I Believe in Montessori
- [Sensory Learning Ideas](#) by Special Education and Inclusive Learning
- [Time to Come in, Bear:](#) A Children's Story about Social Distancing
- [12 Youtube Channels](#) to Get Kids Moving
- [25 Books to Help Kids Overcome Anxiety, Worry, and Fear](#) from A Mighty Girl
- Underwood, Tut, ["Dealing with COVID-Related 'Cabin Fever'"](#) South Carolina Public Radio, 14 May 2020

Frequently Asked Questions

When and how can I reach my child's teacher?

Email remains the best way to contact a teacher. All faculty emails end in "Montessori-camden.com." You can also reach them by clicking on their picture on the web site.

When can I expect a response?

In most cases, you can expect a response to emails within 24 hours, excluding weekends and planned school breaks.

How much communication can I expect from the school?

The administration will communicate with you directly should there be any updates on the COVID-19 situation that might have a direct impact on school operations.

How will the school keep me informed on the closure?

All closure updates and plans to reopen will be communicated via email and posted on the MSC website and Facebook pages.

How will we be billed for the tuition fees?

Right now, we will be billing parents according to the selections they have communicated to the office just before the 4th Quarter started.

We will not start billing parents of pre-enrolled children for next school year until the situation evolves.

How can I help my child with internet?

We are taking all precautions to ensure internet safety. Your child's classroom director will require a password to enter a Zoom chat. We are also monitoring the latest news concerning internet security and will make adjustments to ensure the safety of your children. Please look in the Technology section for Zoom Etiquette.

What support will be provided to children whose parents both work full-time?

It would be unrealistic and counter-productive in the circumstances for MSC to provide childcare for all working families. We understand that a sudden school closure is an inconvenience for all. The program outlined in this Handbook was designed to be used by caregivers such as babysitters or grandparents—those who know little or nothing about the Montessori Method. By following the daily schedule and invitations to meetings with the Classroom Director, and supporting the child at her work, any responsible adult can recreate the Montessori at a Distance Program.

I have several children at the school and sense overlapping expectations by my children's teachers. What can I do?

Please communicate with your child's teachers to let them know of your concerns. They can work together to make sure that demands on computer time, for example, do not overload your capacity at home.

I can't connect my child to the school's proposed means of communication.
Please communicate with your child's teachers to let them know of your needs. If you need a computer, insofar as the school is able, we will provide a Chromebook. If you don't have internet or it is too slow for the applications we will be using, discuss the situation with your child's classroom director and we will find the best solution given the parameters of your situation.

"It is not enough for the teacher to love the child. She must first love and understand the universe. She must prepare herself and truly work at it."
- Dr Maria Montessori

Thanks to
- Pete Juds at the Montessori School of Tokyo for the conceptual framework and some of the passages.
- The MSC faculty for their efforts to assemble the content for Montessori at a Distance and for this Handbook.
- Joan McCulley for her careful editing and important contributions to the document.