

MEHER MONTESSORI SCHOOL

NOVEMBER NEWSLETTER

Meher Montessori School is the Oldest AMI Accredited Montessori School in Southern California!

By Director Adela Muñoz

“The more the capacity to concentrate is developed, the more often the profound tranquility in work is achieved, then the clearer will be the manifestation of discipline within the child.” These words of Dr. Montessori, based on years of scientific study and observation, is what the work of Meher Montessori School is founded on. In 2022, Meher will be celebrating fifty years of dedicated work for thousands of children in Southern California. Our goal has always been to foster independent, freethinking children by providing a prepared environment that greatly encourages self-discipline, self-confidence and high academic standards.

Our aim has always been to focus on the individual child, and the peaceful unfolding of self through an environment that provides opportunities for exploration, repetition and independence. Our teachers' very vigorous and extensive Montessori training, along with the prepared environment and Montessori materials, are the catalyst that spark the interest and motivation to develop joyful and confident learners.

It is with profound gratitude to our community that we will celebrate these fifty years in existence, especially after this last year and a half of so much uncertainty. Our humble beginnings began with a young father's dream of starting something special, to provide for his family and offer a beautiful and special learning environment for children. Fifty years later and we still provide this type of learning environment for children. John Page started with this vision and I am grateful to be part of the continuation of that vision.

Being a Montessori teacher, a Montessori student or a Montessori parent stays with you for life. Our hope is that all of those that walk through our doors see how special our schools are and how truly profound an authentic Montessori Education is.

I would like to invite our current parents to schedule a short tour of the school as we can now allow vaccinated adults to come into the school for planned visits. Parents interested in enrolling their child can also schedule in-person visits if you are Covid vaccinated.

We at Meher are grateful for you all and your continuous trust and support. I wish you a Thanksgiving filled with love and peace.



**MONDAY,
NOVEMBER
15TH**

**TUITION &
DECEMBER LUNCH
SIGN-UP DUE**

**November
25th &
26th**

**THANKSGIVING
HOLIDAY**

**December 27-
January 7**

WINTER BREAK

Mrs. Rivera's Class

Hello everyone! November is flowing fast with tons of exciting activities! The children by now have adjusted pretty well into their prepared environment and have grown in many ways. They are more interested in their work and happy to come to school and learn more.

Every morning the children are engaged in lessons, both self-directed and lead by the teacher. They are working, active and engaged and time passes quickly. The children are focused on developing their learning skills through their love of working. Our circle time is a period of time in which all the children join the teacher as a group. The children look forward to it every day in class. It typically last between 20 to 30 minutes and is a mixture of routines, traditions, music, poems, movement, conversation, reading stories, learning and fun! It also allows a child to speak out and deliver their ideas and opinions independently to the bigger group! Circle time is a chance to gather together as a class and as a small community. In sharing in each other's lives, the class grows closer together and more connected. Even in the midst of a pandemic, with social distancing guidelines and mask-wearing policies in place, circle time is a time for togetherness and connection.

October is falling leaves, chilly weather and growing anticipation for the holiday season. For the children's classroom artwork, there is the punching of leaves in different fall colors; these were placed on our tree in the stairwell. In this activity the child punches tiny holes closely together along a line of a shape on a piece of paper and it is then pushed out. This pin punching is a good activity for children who need extra help developing their pincer grip and also a fun pre-writing activity for preschoolers. Next they did a "3-D" coloring of a picture of their choice. These finished art works were displayed too on the wall of our staircase.

Our Costume Parade was a fun and exciting event. The children looked great in their costumes. Thank you parents and family members that were able to join us and cheer the children on.

This month, the children have been busy with art work that has to do with a turkey head band, designing a leaf thru scraping/scratching the colored paper and a beautiful Thanksgiving placemat; happily colored and glued by the children. They will be used at our Thanksgiving celebration lunch.



Our classroom is full of energetic, curious and enthusiastic children eager to learn and work patiently. The older children are polishing their reading, working back and forth on puzzle words and phonograms. Phonograms are the letter symbols that comprise a sound. They can be one letter or letter teams. For example: b in the word boy (single letter), ch in the word chip is comprised of a letter team 'ch' that together makes a single sound. It teaches children how to decode

letters into their respective sound, a skill that is essential for them to read unfamiliar words by themselves...having letter sound knowledge will allow children to make the link between the unfamiliar print words to their spoken knowledge. They practice writing in cursive the new words that they learn as well.

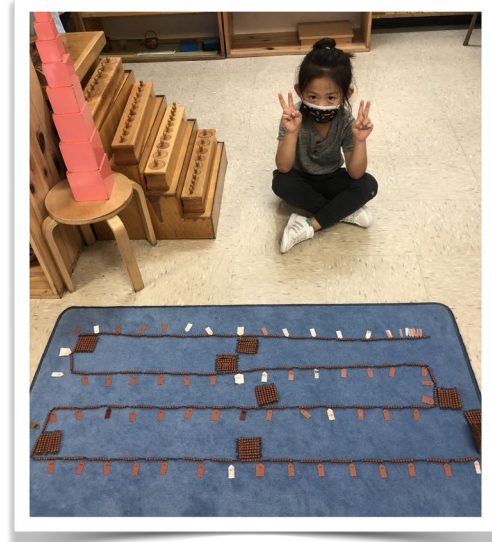
The older children love to lay out their long chains and practiced skip counting with the math material. Younger children are learning their numbers from 1-50, writing and recognizing them in sequence.

Our class has happily had 100% School Shirt Day participation for two consecutive months. We used one of our prizes last October when we had pizza for lunch at our Halloween party. Thank you so much to all our parents and children for remembering to wear their school shirt.

Thanksgiving poem: "Funny Bird" –
A Turkey is a funny bird, its head goes wobble, wobble! All it knows is just one word, "Gobble, gobble, gobble!"

A big thank you to the Meher assistant teachers for their hard work.

Happy Thanksgiving Day to all! Be safe as always.
Mrs. Rivera



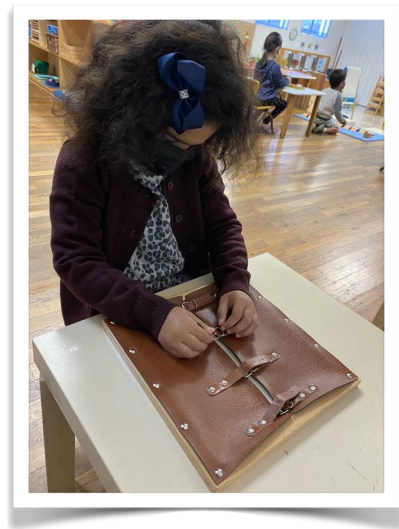
Ms. Lopez' Class

Hello Parents!

Welcome to a new month. We've had lots of exciting things happen in our classroom since our last Newsletter. We welcomed new children, celebrated birthdays, and other special events.

We welcomed two new children to our classroom; Metzli and Mary. They are adjusting and adapting to our classroom wonderfully. Currently, they are receiving lots of Practical Life lessons.

The Practical Life area is made up of everyday life activities. Some activities we have in our classroom are 'washing hands and nails' 'washing a table' 'polishing metal and wood', and dressing frames. Children learn to focus and stay engaged through hands-on activities they enjoy doing in the Practical Life area. The more they repeat these lessons, the more they exercise their independence and their ability to concentrate.



The dressing frames have been a popular activity in our classroom, recently. The children practice different types of opening and closing activities such as zippers, buttons, lacing, buckles, and snaps. The younger children practice with the zipper frame and the older children with the lacing frame. They continue to practice until they can do these on their clothes like their

sweaters and shoes. This encourages them to be independent, not rely on someone else to do things for them and strengthens their self-care abilities. The children that haven't mastered some of these skills know which children they can go to and ask for help when they are not able to do it themselves. This also helps to develop leadership and caring of community in the older children.

While doing these Practical Life activities, the children focus on certain things that catch their attention; it varies with each activity. These moments of concentration are important for the child and they should not be disturbed at these times. Through this work the child develops the ability to stay focused and on task for longer periods of time. This is then helpful when the children begin to have academic lessons and longer periods of concentration are needed.

The children who recently had birthday were Claire, Ofelia, Elyse and Mary. Happy birthday to them as we celebrate another trip around the sun with them.

Here are some highlights from some of the events from the last few weeks. Our class did a great job during The

California Shake-Out earthquake drill. The children were brave and followed directions. Picture day was full of smiles and laughs with the photographers funny jokes. Our costume parade was fun and the children loved sharing their costumes with friends and family.

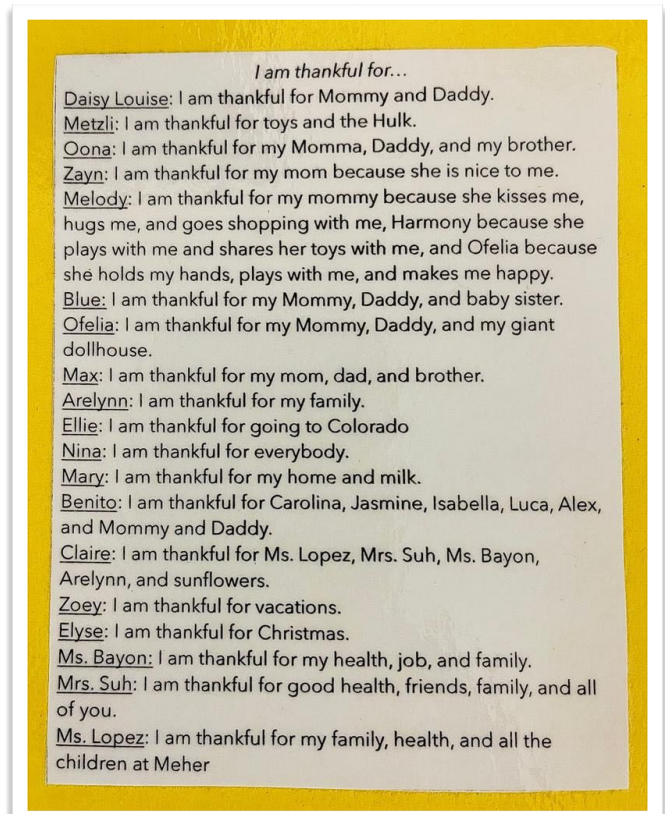


In preparation for Thanksgiving, the children learned about being thankful.

We read books about what we can be thankful for and we did an activity where the children said what they're thankful for, I wrote them down, and we used them in the placemats we made to use for our Thanksgiving meal. We learned about the harvest season and how people from all over the world celebrate this time of year.

Parent Conferences are coming up soon. Please look for an email coming with more details on it.

Thank you all,
Ms. Lopez



Mr. Mindes' Class

Last month I began to reread some of Maria Montessori's writing, specifically, her book *From Childhood to Adolescence*. In it, she discusses the transformation that takes place in a child's personality and capacity as they move from the Primary to the Elementary. Dr. Montessori discerned that a child develops (psychically and physically) in distinct stages, similar to the metamorphosis of a caterpillar to a beautiful butterfly. Her teaching method centers around these different stages.

Difference between Elementary and Primary classes - an example

Dr. Montessori believed that abstract thought and reason become more dominant in Elementary children. The questions "why" and "how" are prominent and the answer to those questions are interesting. The children are no longer satisfied to simply learn the names of things, but prefer cause and effect relationships. So, for instance, the first year students, Harmony, Jennah, and Giana received a biology lesson this month on how a leaf makes food, whereas in the primary class leaf presentations focus on shapes and types.

More examples of Elementary lessons that require the use of reason

Elementary lessons in geometry lend themselves well to the child's reasoning mind. In geometry, for instance, the logic behind the name of a polygon is detailed along with its

defining properties. So, when I was introducing polygons to Rowan, Henry, Daniel, and Aston earlier this month, in addition to showing them a polygons defining features (generally, an enclosed space surrounded by straight lines) I also mentioned the relevance of its name from the Greek roots: POLY - meaning "many" and GON meaning "side".

Again, using the natural logic of geometry for the Elementary age, the concept of measuring area, using a unit square is a brilliant and rational solution. In fact, when I introduced how to calculate the area of a rectangle to the third year students - Zoe, Cylis, Jake, Ava, and Julia (4th year) - I first showed them actual real estate listings for houses so they could see, how they all measured lot size in square feet.

Correspondingly, the Montessori's grammar boxes uses reason to teach grammar. The boxes help teach the function words in a grammatical sense. At the end of each box the students are asked a series of question to show the logic of language; "How is this word behaving? Why is that an adjective? This word shows the relationship between which two objects? What is that relationship? In the Elementary all students can be introduced to grammar, even if their reading is not yet fully developed.

Some quick class notes

Starting after winter break, we are hoping Mr. Lahoda, Henry's father, will help us reinstate our wood-working class. Meher Montessori has always benefitted from the various skills and expertise of our parents! If you have a special skill or expertise that you would like to share with the students, please contact me or Mrs. Muñoz.

Finally, due to progress reports coming out in December and the accompanying conferences, we will not have parent-teacher conferences the last week of November.

Wishing all a peaceful and hopeful Thanksgiving!
Len Mindes



Altadena News

Wow! Wow! Wow! The school's annual hygiene drive was quite a success. And our food drive is aiming to be just as successful. Thank you to all the families who donated items.

After a very scaled-back October last year, it was wonderful to welcome all the families onto our playground (at the same time!) and resume our annual costume parade. I even had a few returning families tell me how nice it was to have the opportunity to meet and connect with some of the new families.

Now that the school year is three months in, please allow for more independence from your child. Having your child walk onto the campus without carrying them is a great first step and sets the tone for the day with your child. Another great way to begin to foster more independence is by creating windows of time at home where your child can practice putting their masks on. Children who are not yet self-sufficient in this area can become easily frustrated as they struggle to put their masks back on (with staff help, of course).



Mrs. Wildhaber's Class

In my classroom of 17 children, five of them are returning students. My graduates: Milo, Sekou, and Kirsten, are all entering their third (or fourth!) year with me as their teacher. The other two returning students are Sylvia and Elise, the two-year-old siblings of Milo and Kirsten, respectively. All five of my returning students should be on a MasterCard commercial because their patience, guidance, and support for all our new friends have been priceless. They have been so loving and caring with all the new children, and I know that is a large part of why the class has settled in so much already.

After virtually no new students in my classroom last year, the bevy of new students this year has really kept me on my toes. I find I am more excited than the students to give so many lessons in Practical Life and Sensorial. The general purpose of Practical Life lessons is to achieve the practical skills necessary to gain mastery over the child's

actions as (s)he learns the use of the common objects of daily life. One of the main purposes of the Sensorial materials is to help the child organize and classify the environment and adapt to it. While these may seem like simple concepts, they require several different types of lessons to help the child achieve their goals. These two areas are most often where the younger children receive their lessons.

Before children can successfully move on to mathematics or the language materials (beyond oral language), they must have well-developed wrist strength. This comes from successfully carrying a tray with glass bowls or pitchers. A mathematical mind is already developing due to following a logical sequence of events in the higher end Practical Life activities like table washing or flower arranging. Many of the sensorial materials are wooden and heavy. This also helps the child develop strength in the wrist and hands, and spatial awareness in movement as many of the objects are quite large for the young child. Understanding abstract concepts such as breadth or gradations also comes through the use of Sensorial materials.

The new students are not the only ones keeping me on my toes. I had one graduate excitedly ask me the other day, "Will I have a lesson on everything in the classroom when I graduate?" While this is not always the case, as lessons vary based upon the child's age, interest, time in Montessori, and ability, I could say with 100% certainty "Yes" to this child. Then I started thinking about developing new supplemental lessons for this child before the school year ended, and I got very excited. Just as I love hearing two-year-olds exclaim, "I did it!" when they master something for the first time, I love coming up with supplemental lessons that take my graduates on more abstract paths of learning and comprehension.

An example of a supplemental lesson happened spontaneously the other day. I noticed one of my graduates kept choosing a book on pyramids for his guided reading. A few days in, I heard him recounting facts from the book to another child. I decided that I would give him a lesson on a "book report." Now, it is a widely held tenet in education that until age 8, children are learning to read, meaning that they are learning the mechanics of reading. From age eight on, children shift in that they are reading to learn, meaning that they are reading to gather information/data. Clearly, this five-year-old did not get the memo that he is too young



to read for collecting data! After letting him know a day ahead of time, I set about the lesson of a three-sentence book report. Three and a half pages and several sentences later, he declared that he could not remember anything else. It was undeniably the highlight of my day to see him so pumped about this lesson and eager to put to paper everything he had learned from his book.

Before closing out, I want to thank Kirsten and Elise Kondo for bringing the Body Book for me to read. In it there is an excellent phrase that the class has been practicing. The phrase is "body bubble." Essentially, every person, no matter their size, has a body bubble. This is their personal space. If another is getting too close, the person can say, "Stop, you're in my body bubble." We have been practicing this in class with the children fully extending an arm for emphasis. I love watching even our youngest learn to advocate for themselves and tell classmates when they are getting too close for comfort. Parents, would you please use this phrase at home to help your child(ren) apply their knowledge outside to classroom for greater success?

Until next month,
Mrs. Wildhaber



Ms. Tinajero's Class

As the school year began, I wondered when the children would become “normalized”, which I describe below. The beginning of the school year can bring many challenges, especially since most of the children were home with their parents full-time while we all navigated through our ever-changing world. I had several returning students but the children that were new to our community came into our classroom with little or no group experience. For example, many of the children had a lot of one-on-one time at home so learning to manage and strengthen their ability to wait for the teacher, wait for a specific material to be available, or wait in line or wait for their turn to speak during group time was challenging for some.

You may ask, “What does a normalized child look like in the environment?” First of all, normalized is a term that Dr. Montessori used to describe the period when the children develop the ability to focus and concentrate for long periods of time, while enjoying their work and feeling satisfied with it. Dr. Montessori observed a few characteristics the children show during this state:

- Love of Order
- Love of Work
- Profound Spontaneous Concentration
- Attachment to Reality
- Love of Silence and of Working Alone
- Power to Act from Real Choice and Not Simply Curiosity
- Independence and Initiative
- Spontaneous Self-Discipline
- Joy

I know that some children may take a while to reach normalization, so instead of thinking when, I sit and observe each child's journey towards independence and normalization and provide them with a prepared environment that facilitates their journey.

Thank you to the families that helped with the food drive. Our classroom was able to donate an abundance of food to those in need.

Thank you,
Ms. Tinajero



Kids can do fine without homework and deadlines

‘Mastery-based’ grading is a good way to assess students on what they learn, not on their behavior.

The usual system for grading students is, bit by bit, going by the wayside in favor of one that emphasizes learning over traditional measures. It’s a healthy shift, though traditionalists no doubt are raising their eyebrows and muttering darkly about lowered standards and kids skating through school. The skepticism is especially likely now that the changes are being hastened by the realization that the current system puts students of color and those from lower-income households at a distinct disadvantage.

So-called mastery-based grading and a very similar method known as specs (for specifications) grading have been written about in academic circles for decades. But schools have stuck to an outdated system that relies heavily on students’ compliance — completing homework, behaving in class, meeting deadlines and correctly answering questions on a one-time test — as a proxy for learning, rather than measuring the learning itself.

That’s been a disservice to all students, whether they are academically gifted or struggling. It rewards students for grade-grubbing and has them feeling like failures when conditions at home — such as crowding, the need to work a part-time job to help the family finances or caring for younger siblings — make it especially hard to meet all the course requirements on a rigid deadline.

If there were a valid reason for this, that would be one thing. But obeying arbitrary and sometimes unfair rules doesn’t translate into better learning. The goal should be assessing the skills and knowledge students gained and how well they think.

Mastery-based education and specs grading put the emphasis back on learning. Imagine that.

It shouldn’t matter, for example, whether students get a sterling grade on the first chapter test on human anatomy, or if they learn from their mistakes and go on to ace a second test. Students who redo an essay, even two or three times, in ways that show they’ve grasped concepts of research and critical thinking, and can write cogent and well-organized sentences, are showing that they’re gaining important skills. That willingness to try and try again until a skill is mastered is something to celebrate, not penalize with points off for multiple efforts.

It sounds vague and perhaps airy-fairy, but education experts point out that, in some ways, this kind of grading is more rigorous. Under the specs model, students are graded pass/fail on their tests, but they don’t pass unless they do well — usually at a minimum level of 80%, or a low B. There’s no passing with a C or D. It’s the opposite of skating by; students don’t move to the next level of skills with minimal grasp of the material.

Rather than being given a grade or a comment that they failed to meet a couple of deadlines, students receive specific information about their progress and what they need to do to move forward. This system transfers more of the responsibility for learning to the student.

Several states, including Vermont and Maine, already have adopted this model for their public schools. A middle school in Brooklyn, N.Y., witnessed phenomenal improvement in students’ scores on standardized tests after a few years of mastery-based learning, even though it is in ways the antithesis of a one-time, standardized test. And in case this seems like just the latest instance of touchy-feely liberal thinking limited to the Northeast, Idaho adopted mastery-based education in 2015.

The concept’s roots lie in the 1960s work of Benjamin Bloom, an education psychologist at the University of Chicago who said that given the right conditions, almost any student could achieve at high levels. Now the Black Lives Matter movement has raised awareness that traditional schools are assessing the learning of students — especially Black and Latino children — in ways that both discourage them and fail to hold them to high expectations. In addition, more than a year of remote learning has familiarized students with how to use technological tools to learn; in the classroom, those can be used to individualize instruction so that teachers have a chance to work with small groups.

The Los Angeles Unified School District is shifting toward this new model of grading this year by encouraging teachers to give kids a chance to redo tests or reports and to base grades on what students have learned, not on their work habits.

It’s off to a slow start, but that’s the better way to go when introducing an era of assessment so radically different from how it’s been for the last century.

Teachers need time to understand, embrace and start incorporating these practices. And they’ll need training, administrative help and aides to help instruct small groups and track progress.

In other words, careful implementation is as important as the reform. This is where new education initiatives tend to fall apart. Too often, L.A. Unified has used changes in course and grading requirements to lower its standards. Kids can’t infinitely skip school and miss deadlines; that’s not how college or the work world operate. Students should be given extra time to learn, but the schools can’t keep a student in middle school indefinitely, while he or she builds crucial skills.

Mastery-based learning gets students to think about their own progress and encourages them to take their skills as far as they can. If done right — and not as an excuse for lack of progress — it could reinvigorate classrooms and give students a sense of control over their own educational destiny.

*Los Angeles Times Editorial Board
November 15, 2021*

Mastery-based learning gets students to think about their own progress and encourages them to take their skills as far as they can

California Scrutinizes Doctors as Parents Seek Exemptions From School Covid-19 Vaccine Mandate

By Tawnell D. Hobbs Nov. 10, 2021 Wall Street Journal

As some California parents scramble for ways around a new Covid-19 vaccine mandate for schools, the state is increasingly scrutinizing doctors issuing suspicious medical exemptions.

Dr. M. Kelly Sutton is among them, accused by the Medical Board of California of improperly exempting several students from required school vaccines. She disputes the findings though acknowledges considering parent input when granting exemptions, not a recognized reason in the state.

“I think the parent knows best, and the parent is going to live with the outcome,” she said in an interview with The Wall Street Journal. She is awaiting discipline by the board after a judge recommended her license be revoked. “I’m warning my patients to have a Plan B.”

California on Oct. 1 became the first state to require all eligible school students to get a Covid-19 vaccine after one is fully approved for their age group to attend school in person.

The use of medical exemptions by states is a longtime practice to excuse students for medical reasons from taking one or more vaccines, including measles, polio and tetanus. They can be temporary or permanent exemptions and last the duration of a child’s schooling. The Covid-19 vaccine is the latest one required in California.

“I told myself it’s time to go,” said Ms. Flores, who moved to Arizona last month and says she is antivaccine. Pushing her over was that her oldest’s medical exemption was being revoked because the doctor who granted it got disciplined, she said.

The doctor was sanctioned by the medical board for improper exemptions, the Journal found. Ms. Flores said that the doctor based her children’s exemptions on previous vaccine reactions and

family medical history, and she sought him out after her children’s pediatrician turned them down. She said that she paid about \$100 out-of-pocket as the doctor didn’t take insurance.

California medical boards have disciplined 12 doctors since 2020 for issuing unjustified exemptions for school-required vaccines and have cases pending against six others—a huge leap from the single doctor disciplined over the issue between 2016 and 2019, the Journal found. Punishments have ranged from a public letter of reprimand to loss of a medical license.

Data provided by the San Diego Unified School District shows the impact of a few doctors: 13 of the doctors disciplined over medical exemptions, or with cases pending, account for

25% of 885 exemptions in the district from July 2015 to Sept. 2021, according to a Journal analysis.

The Golden State provides a window into the complexities of addressing a health emergency, while balancing government reach and personal

rights. Experts say that the Covid-19 vaccine will likely become a required one for schools in other states after it is fully approved for all school-age groups and in wider use by them.

California’s Covid-19 vaccine requirement is being implemented by grade span, expected to first apply to students in grades 7 through 12 in July next year.

California State Sen. Richard Pan, a Sacramento Democrat and pediatrician, has authored bills in recent years to cut down on the use of exemptions—something which he said has led to people threatening and stalking him. As for the Covid-19 vaccine, he said children not vaccinated endanger other children and their families.

The CDC says vaccinations are essential to provide immunity before children are exposed to potentially life-threatening diseases. High rates of vaccination coverage also helps maintain low rates of vaccine-preventable diseases, the agency says.

This year, as part of an effort to end unjustified exemptions, all new medical exemptions go through a state registry, with those in certain instances getting reviewed, such as doctors writing more than five a year.

State law now also requires that medical exemptions issued before Jan. 1, 2020 by any doctors who have been disciplined be revoked. About 9,000 of the state's 145,000-plus licensed doctors had disciplinary records in March, state information shows.

Parents can appeal a voided exemption to the state health and human services agency. Dr. Sutton said about 1,000 of her medical exemptions could be revoked.

Medical exemptions for kindergarten students jumped in California from 993 in the 2015-16 school year to 4,249 in 2019-20, despite a population drop, the latest federal data shows. The increases began after the state ended the personal-belief exemption.

The Los Angeles Unified School District, the state's largest, reported 3,009 medical exemptions so far this school year through Sept. 15 for all grades. It is on track to grow marginally from last school year's full tally of 3,001. The district said it didn't have information available to determine which doctors provided the exemptions.

The San Diego Unified School District, the state's second largest, received about 80 medical exemptions in the 2015-16 school year, compared with about 250 issued last school year.

San Diego parent Lisa Ames is seeking an exemption for her 9-year-old, who she said is allergic to components of the flu shot and she doesn't know how she would react to the Covid-19 vaccine. "They are using this vaccine that still needs to be studied," she said, adding that she isn't yet comfortable taking the vaccine herself.

Dr. Tara Zandvliet, who wrote the most exemptions in San Diego schools, at 149, said vaccine mandates take away a person's ability to make their own decisions. "No one else should be able to decide what to do with your body. Only you," said Dr. Zandvliet, adding that she isn't against vaccines but doesn't like mandates.

Dr. Zandvliet is on probation for negligence in a medical exemption case, is currently banned

from writing exemptions and faces more allegations.

The CDC says vaccinations are essential to provide immunity before children are exposed to potentially life-threatening diseases. High rates of vaccination coverage also helps maintain low rates of vaccine-preventable diseases, the agency says.

Dr. Zandvliet said that hundreds of exemptions she provided for children in the state have been voided. She said that some who lost their exemptions are home schooling, opted to get vaccinated or left the state. She added that, "If they can get another doctor to write an exemption, great."

The case against Dr. Sutton, a founding member of a nonprofit group of doctors and professionals who support voluntary vaccination, alleges she unjustly gave permanent exemptions for all required vaccines to eight children, and

says she didn't document vaccine reactions or underlying conditions as required.

Dr. Sutton, who has practiced for 50 years, said that she has provided proper treatment, which includes assessing family medical history. She said

that she has given vaccines but is against mandates.

As Dr. Sutton awaits her fate, she has relocated to Rhode Island where she has a license to practice in Massachusetts. She said that she is issuing medical exemptions in the state—cautiously—along with her other medical offerings.

"I have to be careful," she said. "I don't want my medical license in Massachusetts to be put at risk."

Improper medical exemptions are being revoked, pushing some parents to come up with other ways around the new mandate: sympathetic doctors, home schooling, moving away

