

Follow *the* Child

THE MSGH COMMUNITY NEWSLETTER



UNA'S CHAT

Dear Families,

It's hard to believe that I have been in the U.S. and at MSGH for 25 years. After all, when I landed at Logan Airport, I was certain that I would be returning home to Ireland in a year to open my own school.

Carol Kuszik, MSGH administrator at the time, and Julie Breen, the MSGH teacher with whom I had done my Montessori training in Dublin, came to the airport to bring me to Hartford. I was 29 then and a fairly seasoned traveler; however, it was my first time living outside Ireland. I'm sure when Carol saw me she was alarmed and thought, "I've hired a child," as I always looked young for my age.

I arrived at the end of August, just before school started, and inherited a classroom that had been run by the same teacher, Ellen Basche, for at least 10 years. I also inherited her assistant, Yolanda Canzanella, who had also been in the classroom for the same amount of time. Mrs. Canz, as everyone called her, must have been very nervous taking on a new teacher after having worked with a veteran for many years. The classroom was already set up with many materials gathered over a

lifetime of teaching. They were unfamiliar to me, so my first year was difficult as I attempted to make the classroom my own. The school was my life, and I spent long hours late into the evening making materials and working in my classroom.

I was so lucky. Carol, her sister-in-law, Pat, who was the MSGH Administrative Assistant/Bookkeeper at the time, Teresa Reynolds, a Primary assistant, and Maryanne Brennan, an Aftercare Supervisor, became my American family; they took care of me and made me their own.

When I look back at MSGH at that time, I realize how much we have evolved. Then we were located in the Temple Beth Israel on Farmington Avenue with four Primary classes and two After-Care rooms: the Sunshine room, run by Sybil Reno, and the Rainbow room, run by Maryann Brennan. The teachers were Jill Oneglia, who still subs for us

IN THIS ISSUE

- 1 Una's Chat
- 4 Una's Anniversary Celebration
- 8 Photos
- 10 Second-Year Primary
- 14 Family Association News
- 15 Class Rep List
- 16 Parent's Guide to Fundraising at MSGH
- 18 This Year's FA Fundraisers
- 18 Upcoming Dates
- 19 Weddings and Engagements
- 20 Photos
- 22 Grandparent Visits
- 22 Annual Fund

Montessori School of Greater Hartford fosters a strong foundation for confident, compassionate participation in the world by nurturing each child's unique gifts, passion for learning, and independence.

As a community, we enrich families, live our diversity, and embody the Association Montessori Internationale standards of excellence.

BOARD OF TRUSTEES

BOARD PRESIDENT

Jenn Van Scoter

BOARD VICE PRESIDENT

David Tyson

BOARD TREASURER

Neal Fox

BOARD SECRETARY

John O'Brien

Adam Anderson
Clare Doyle Dowd
Catherine Flavin-McDonald
Nathaniel G. Mays
Brenda McVerry
Jacqueline Moffett
Patrick Scully
Kanwar Singh

HEAD OF SCHOOL

Una Barry

OBSERVERS

Yummie Oberstein
Susan Rich-Bye

FOLLOW THE CHILD

EDITOR

Amanda Aronson

LAYOUT / PHOTOGRAPHER

Melanie Cilfone

Neither this publication nor any portion thereof may be reproduced for any purpose whether private or public without the express written permission of the Montessori School of Greater Hartford. Copyright©2011.

Montessori School of Greater Hartford

141 North Main St.
West Hartford, Connecticut 06107
860 236 4565 | f 860 586 7420



Una Barry, Julia Rinaldi El Abd and Carol Kuszik at the 40th Celebration of MSGH.

regularly, Julie Breen, Pat Spiegel, Bernadette Roncallo and me.

Carol and Pat ran the show. They did everything; although one of the children, when asked which Mrs. Kuszik he was referring to, said “the Mrs. Kuszik who works.” That was Pat, as she was always at her desk. Carol was up and about more, supporting teachers, meeting with parents, and attending meetings of local organizations. We were a family, with Carol as the wise counselor and Pat as the cheerleading pragmatist. I can’t emphasize how much the school was and still is a product of those two wonderful people. MSGH was welcoming, warm and human. I remember big events: an annual art auction, wine tastings, and whole-school (absolutely everyone) outings to the beach and to pick pumpkins. Staff came and went, always moving on as a result of life changes: a baby, a relocation etc., but a core of us remained steady and continued on.

In 1991, after 21 years in the Temple, (4 for me), we learned that the Temple needed our space and we had one year to find a new location. Knowing what I know now, Carol and Pat must have been frantic; one year is not a lot of time to relocate a school. It came down to the wire, and we found the Smith School on St. James

Street in West Hartford. While we were at Smith, Bernadette, another Irish woman, started an Elementary classroom in 1993 with ten pioneering families; we were growing. The Board of Trustees was getting more active and trying to professionalize, Carol became busier with board work and had to be away from the school as much as she was present, and Teresa moved into Administration. We had signed a lease for 5 years, but in 1994 after only 4, West Hartford wanted the space to create a magnet school, and we were on the move again. We found ASD and barely made it in for the start of school. At the time, I had been serving as the Board’s teacher liaison, so I was much more aware of the process.

The ASD years have been a time of enormous change and evolution for MSGH. A personal change came for me when, as I planned to leave MSGH to go back to college, Carol convinced me to stay on as Program Coordinator. She had little time to spend in the classrooms and AMI had strongly advised the need for an AMI-trained person to oversee programming. Then in 1998, Carol retired. I was very worried for the school and wondered how we would maintain the unique nature of MSGH without her presence. I was also losing a friend; Carol was moving to Florida.

A nationwide search left us with one candidate who “felt” like us; however, she was not available for a year. It was then that I took over as Interim Head of School with Pat firmly by my side; we made it work.

In 1999, Julia Rinaldi El Abd arrived at MSGH like a wonderful whirlwind. She was tiny, vivacious, a ball of energy, and she took on the school as her own. I count myself very lucky; I had the opportunity to work with two very different personalities in the Head of School position. Carol: wise, comforting and inspirational. And Julia: an ambitious woman with a “can-do” attitude and an amazing head for business. They were both wonderful mentors.

Julia stayed with us for 5 years, and in that time our Elementary program grew and expanded. We added an Upper Elementary classroom with Mary McHale as the teacher. We had become veterans at rolling-with-the-punches, which came in handy with ASD since they moved us around every year. We were in 3 separate buildings on the campus for several years! We started our first All Day program in the little brown building opposite the entrance to Boatner with Orla Black as the teacher. She and her children co-habited with a skunk for a period during that time (ask her about it).

In 2003, Pat retired. I thought I was losing another friend, but she stayed close and often returns to give us the benefit of her substantial sewing skills.

We finally all came under the same roof the last year of Julia’s tenure and we have remained in the same space since. The rest of the story most of you know.

For those of you who don’t, I became Head of School when Julia left; we became accredited by the Connecticut Association of Independent Schools (CAIS), a goal of Julia’s; our enrollment increased from 125 to 189 when we opened our Toddler classrooms, all three in quick succession; Teresa Reynolds fulfilled a long-time dream to return to the classroom as a teacher, and we converted one Toddler and one Primary into All Day classrooms. Our Elementary enrollment has grown to 45 students. Our Administration has expanded to include a Director of Advancement, Carol’s long-time dream, and a Director of Communications and Marketing. Orla Black and Mary McHale replaced me as Director of Programs and Director of Admissions respectively. Sheila Caselas took on the work of Pat and then Julia as Director of Finance. Our Board has professionalized beyond Carol’s dreams, and we have created an Advisory Council on which Carol sits alongside past Board presidents and other wise friends of MSGH. We have a new updated look

and even a new logo, just the third in our 47-year history.

I always said I would never do it, become Head of School that is, but here I am. I usually say “for my sins” when someone asks me about my evolution to this role, but it is really for my love of MSGH, its people, the children and their families, and the work we do together for the child. My husband knows that if we ever win the Lottery, the school will get first dibs on a dream site that will allow us to look like who we are at heart.

And that brings me to today, where I am holding my breath that we are on the cusp of making a reality the hopes and dreams of everyone who has lived in and loved MSGH throughout its history. We have come from a small place to a slightly bigger place, and I hope that we have hugged and held safe the nature of MSGH in the process. I also hope we can bring who we have always been to a new place that we can finally call home.

For 25 years, and through all we’ve done, I have loved this school and what it stands for: the child—first, last and always.

Una



A Celebration of Una Barry's 25 Years of Loving Commitment to MSGH

“It is hard to believe that it was 25 years ago that I went to Boston to greet Una as she came off the plane from Ireland. I now realize how fortunate we were that since there were so few AMI-trained teachers in the Greater Hartford area, we had to send one of our American teachers to Ireland to train. Una was in that training class and she was willing to come to the US to work.

Una's class was always a hive of happy and busy activity, and chatter in the staff lunch area was often filled with the days' funny experiences and tribulations. There were many times when I would appear at her door with one more visitor, whom she would always happily accept. Often, that visitor was me. It was easy to become so wrapped up in administrative duties that I needed “a kid fix” to remind me of the real reason I was there. I would just show up and sit for a while, appreciating all that Montessori education is and the beautiful and loving way Una interpreted it in her room. Every child was treasured and guided to his or her potential.

Through the years, in addition to being a mentor to other Montessori teachers and assistants, Una became a wonderful spokesperson for MSGH to the non-Montessori education community, parents and the general public. When the position of Teacher Coordinator was created, it was logical that Una would fill that position. The teachers and staff were happy to have her support and looked to her for advice. When my retirement date arrived, I was confident that the school would be in capable hands until Julia arrived, and I couldn't have been happier when Una agreed to become Head of School when Julia moved out of the state. It makes me so thrilled and proud to see the premier Montessori school MSGH has become today, and I am very happy to say Una remains a valued lifetime friend.

Thank you, Una, for 25 years of love and commitment to The Montessori School of Greater Hartford!”

*Carol Kuszik
Former MSGH Head of School*



“When we first came to MSGH looking for a school for our daughter, we knew little about Maria Montessori or her philosophy. We knew nothing about pink towers, metal insets, or movable alphabets, but we knew upon our first meeting with Una that we had found the right place. Throughout our years at MSGH, Una’s presence has been a consistent source of positive leadership, support and comfort. We have come to her personally for guidance on topics as “minor” as morning routines to ones as significant as self esteem. It is not often that one meets a person in whom they feel a complete, immediate trust. Una’s unwavering advocacy for children and deep wisdom regarding parenthood are gifts that serve us individually and bring us together as a community.”

The Barresi Family

“I feel fortunate to have known Una for 25 years. I consider her a mentor, a model and a dear friend. Years ago, when she left the classroom to become Program Coordinator, part of me felt sad for MSGH to have lost a great teacher. However, immediately after, her many years of classroom experience and passion for learning helped transform the program by supporting the classroom teachers and enhancing the educational program. She helped interpret Dr. Maria Montessori’s work to define what “the whole child” is. Una is a true leader, a spark, a positive energy, and she sees the potential in each individual she touches. She relentlessly pursues what it takes to achieve MSGH goals, and when I find myself in a precarious situation and in need of guidance, I think: “What would Una do?” Her positive approach to life continues to inspire me, and I’ll be forever grateful for that. Congratulations, Una, on your 25th year! May MSGH have many more years of your leadership!”

Love, Teresa Reynolds



“Una Barry came into my life in 1993 and I am so grateful she did. My son, Daniel, attended a pre-K program in our town; it was a terrible experience for both of us. Every morning he would cry hysterically on the way to school and the teacher would literally have to pry his clinging body from my legs. This lasted the entire year. Just before summer, we came to MSGH for an observation. After meeting with Carol Kuszik, then Head of School, I was told that Daniel was going to spend an hour (without me) in one of the classrooms. I politely explained that, given his school experience, there was no way we could expect him to leave me and go off quietly into a strange classroom. Carol just guided us both down the hall and Ms. Barry met us at the door. After being introduced to Daniel, this pixie-like woman knelt down next to my son and had a brief, hushed conversation. To this day, I don’t know what she said, but I know the effect was magical. Daniel just smiled up at me and said, “Goodbye, Mom” and never looked back. My son was blessed to have Una as his teacher. The years he spent in her class were fun and exciting and he always looked forward to going to school.



When I joined the MSGH staff two years later, I realized that the respect that Una showed the children was extended to parents and staff as well. Her door is always open to the teachers and no matter how much she has to do, she always manages to make time when we need it. I came to depend on her counsel and good humor and feel very fortunate to be able to count her as a friend. Montessori drew me to teaching, but I can honestly say that Una was the reason I wanted to stay. The same love, commitment and excitement she brought to my son’s classroom, she brings to everything she does. MSGH’s growth and standing in the Montessori community is in no small part a result of Una’s 25 years at our school. Thank you, Una, and congratulations on your Anniversary.”

Love, Kathy Aldridge

Welcome Back





To School



The Second Year: A Time of Expansion and More In-Depth Exploration

By Amanda Aronson When asked what the first year of Primary may be like for a child, most parents can explain a decent amount. By the time a child becomes a third or fourth year, chances are we have been exposed to a solid body of information concerning the amazing things about to happen. But what about the second year? What happens then? Many of us find ourselves trying to put our finger on where our children are developmentally during this stage, or what their days may be like in the classroom. Knowing my questions would be more than answered, I sought out MSGH Director of Programs, Orla Black, for a quick introduction to the second year. Here are some excerpts from our time together.

AA: Orla, I've heard people describe the first year as the Foundation year and the third as one of Mastery, but can you quickly describe the experience for the child in the second year?

OB: As with many things in Montessori, the experience a child has each year or at each level is different depending on the child's nature, interests, age at the time, and at what point of the year the child is being observed. There is just so much going on developmentally, academically and socially.

To sum up the second year in one word would be very difficult, but generally it is a time when the children are deepening the foundation they established in the first year and really refining their work. The children themselves are much more independent, self-motivated, self-directed, and they can concentrate for extended periods of time with a well-developed work ethic.

AA: What are some differences between the first and second years?

OB: The first-year children are very rooted in the practical life work; they are learning about the rhythms of the classroom, how things work, and tend to engage in parallel work, doing a lot of observation of the older children. They are learning grace and courtesy and are primarily just "taking it all in."

Every child's experience is different, but as the child approaches the second year (generally around the age of four), he or she returns to the classroom with a comfort level of having been there and is proud to be older and more experienced than the first years. Overall, the children have gone through growth spurts, are more verbal, and are

coming out of the ego-centric stage. It's common to see the second years becoming more interested in what others have to say while also realizing that those thoughts may be of value. They are also finding their own voice and opinions on things. All the while, they are engaging in work that builds their concentration, so we start to see children working independently for longer periods of time, and they may be starting to want to work on lessons with others and to spend a lot of time completing the steps of the lesson as a shared effort. Second-year children are eager to engage with others and are typically among the first to offer help to the younger children since they feel a sense of ownership over the classroom and have grown in confidence.

Physically, they are very active and often choose work that allows them a lot of movement. What becomes fascinating is that even as the work they are doing grows more refined and detailed, if you look at the materials the second years gravitate toward, they lend themselves to movement. At that age, they need to move; it's just in their nature. Montessorians refer to this stage as a "Sensitive Period" for Movement, which is most apparent during the Toddler and Primary years.

AA: What kind of work do second years tend to do?

OB: Again, it really depends on the child, and of course, what time of the year we are observing. Sometimes a second-year child who comes into the classroom in the fall gravitates toward the familiar practical life activities, which keep things focused on gross and fine motor skills. As the year progresses, he or she may continue with the sensorial materials, but now at a deeper level. This gradual deepening helps to refine fine-motor skills, which establishes the foundation for the more advanced work coming down the road.

With regard to materials, it may be easiest to look specifically at the Math area as an example. Some first-year children work with the concrete math materials, initially focusing on the concept of 1-10. This continues into the second year, when the children will be introduced to the concept of teens and the decimal system. (Examples of materials would be the Bank Game, which uses the Golden Beads and allows the children to explore the math operations, and the Teen boards and beads, which introduce the concept of how a teen number is made).

To look at two more examples in the curriculum, this also holds true for the language and cultural areas. In the language area, children are practicing the various skills they will need to read and write. The Moveable Alphabet, which they use to begin the intellectual part of writing, and

the Metal Insets, which directly prepare the hand for letter formation, are in constant use by the second-year child. In the cultural area, the children are spending a lot of time with the land forms, maps, picture cards, etc. Again, they are drawn to concentrating on more refined detail; yet, still desire the movement and perhaps collaboration with peers. Some children may also be ready for some very advanced work and may be invited to join a lesson being offered to third or fourth-year children. It really all depends on the child and what he or she needs.

AA: I've heard you say that this is also a time when they begin applying what they know to the world. How do you see that in the classroom?

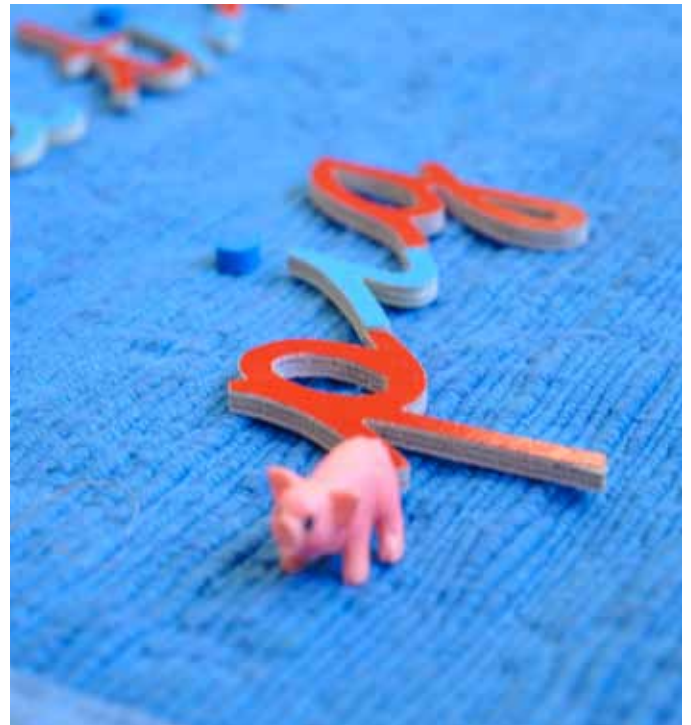


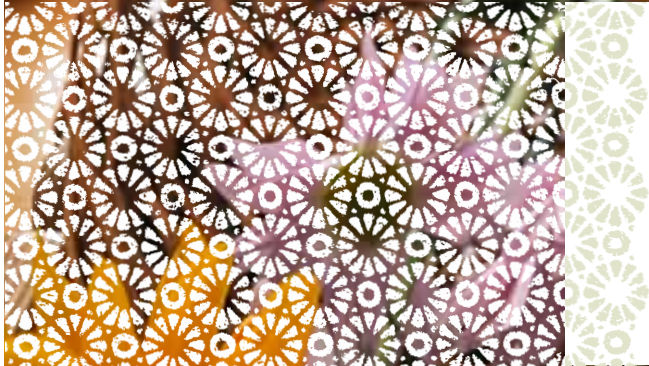
“The children themselves are much more independent, self-motivated, self-directed, and they can concentrate for extended periods of time with a well-developed work ethic.”

OB: Lots of ways! For example, I remember when I was in the classroom and one of the children who had been studying geometry lay on the floor working with the geometric solids. When he looked up, he noticed that the room looked like a rectangular prism. He may have appeared to be resting, but he wasn't; he was studying his environment. Around this time, parents may notice children recognizing signs on the road as the geometric shapes they are studying, or bookshelves as things broken up into units. If you listen closely as a parent, you may hear that the children have begun deepening their understanding of all of the subjects, and questions start to become more sophisticated and pointed as they discover exciting connections between their work and the world around them.

AA: Thank you, Orla. Clearly this is an exciting time for our children. Many of us don't realize how much they are absorbing at four, and your perspective helps clarify where they are developmentally. It is also easy to see now why the third year is often described as one where the children burst into the classroom and delve into mastery; they have a lot of information waiting to be mastered.

OB: It is an exciting time and one I hope parents will continue to learn more about. There is a lot more going on than many realize, but if you know which lens to view the second year through, what you will observe will be much clearer.





“If you look at the materials the second years gravitate toward, they lend themselves to movement. At that age, they need to move; it’s just in their nature.”



Family Association News

Welcome to another great year at MSGH! The Family Association has been working hard all summer to plan some wonderful events for the 2011/2012 school year. As an organization, our main goal is to help support and foster the MSGH community. To that end, we continued the wonderful traditions of the New Parent Receptions and Classroom Socials and have added lots of All-School Playdates and Coffee Talks to the calendar; Look forward to “Tea with Una” in February!



We spent the summer working on structural aspects of the FA, attempting to streamline events and fundraisers so that they will be more effective for our community as a whole. We have also been working to increase the FA's presence. We are doing this by increasing the amount and variety of volunteer opportunities, and by holding monthly FA meetings to make sure we are keeping up with the needs and concerns of our community. Please lend us a hand and share your ideas and thoughts with us.

We hope that you will take advantage of the many opportunities to become involved! While we have lots of great events and fundraisers planned, we can only bring them to fruition with valuable contributions from our families.

Thank you for your support, we look forward to seeing you, and we hope that the 2011/12 school year is off to a wonderful start for you and your family.

Rebecca London and Yummie Oberstein

“We’ve been working to increase the presence of the FA...increasing the amount of variety of volunteer opportunities and holding monthly meetings.”

Class Reps



Christy D'Aquila Pipins
Upper Elementary



Lorraine Tobrocke
Lower Elementary
Staff Appreciation



Seterah Mozafari
Lower Elementary



Shelley Dodd
Primary 1



Kris Singh
Primary 1



Anna Barresi
Primary 2



Laura Miele
Primary 2



Kathleen Askintowicz
Primary 3



Bonnie Huang
Primary 3



Shalika Bansal
Primary 4



Meg Keough
Primary 4
Treasurer



Ashley Szyluk
Toddler 2



Krista Wells
Toddler 2



Jennifer Apgar
Toddler 3



Carolyn Brown
Toddler 3



Yummie Oberstein
FA Co-Chair



Rebecca London
FA Co-Chair



Amanda Aronson
MSGH/FA Liaison

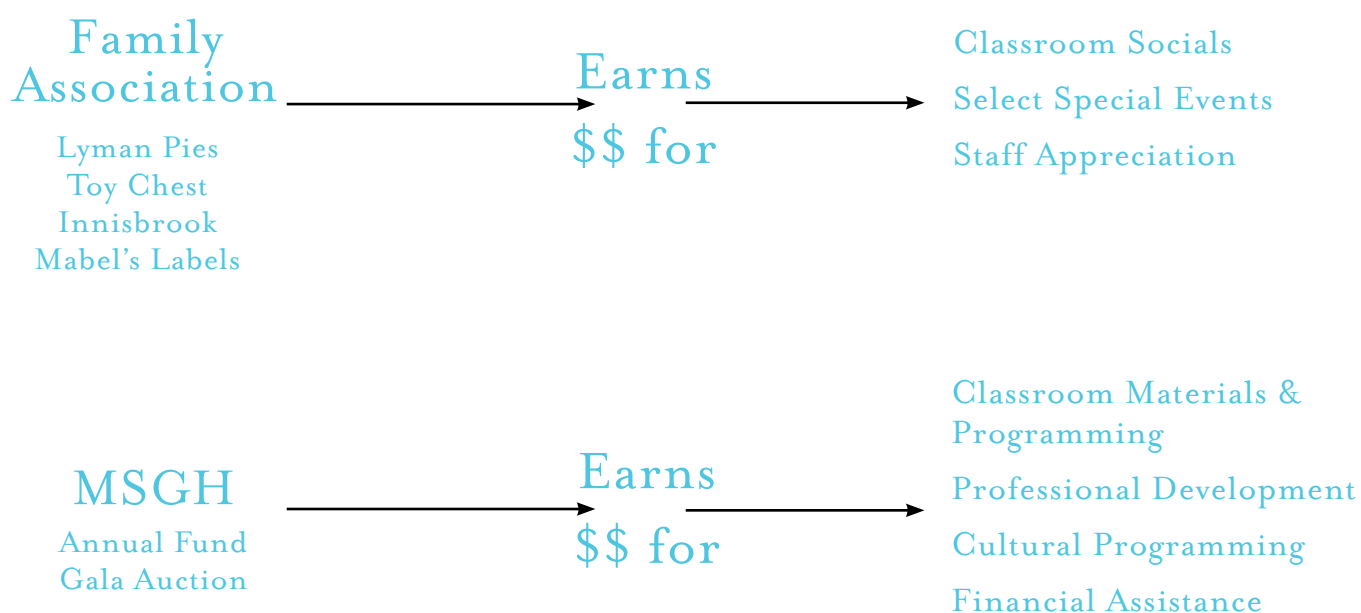
A Fellow Parent's Guide to Fundraising at MSGH *(or, why do they keep asking for more money?)*

By Meg Keough, Family Association Treasurer

Soon after we've written the tuition check, letters and e-mails arrive asking families to give more to the school. If you are like me, you might be wondering: why?

Simply put, tuition alone does not cover 100% of MSGH's operating costs, leaving a gap between tuition dollars and the cost of educating each child at our school. All independent schools (like ours), turn to their supporters for contributions to help fill "the gap."

At MSGH, there are two separate fundraising bodies seeking funding for different programs: the school itself and the Family Association.



MSGH Fundraising

Some of you may have already met or worked with Susan Rich-Bye, MSGH's Director of Advancement. Along with her other responsibilities, Susan ensures that the gap between the school's budget and tuition is filled through two efforts: the Annual Fund and the Gala Auction. Throughout the year, Susan will reach out to you to seek your help with these initiatives.

The Annual Fund supports classroom materials and programming, faculty professional development, financial assistance, and the endowment fund. Parent participation in the Annual Fund is very important, as outside institutions that may give or lend the school money look to the parent participation rate as an indicator of parent involvement. **Higher parent involvement in the school increases MSGH's opportunities for loans and grants.** With a new campus on the horizon, it's very, very, very,

important that we all participate in the Annual Fund at whatever level works for your family.

The Gala Auction supports cultural programs and financial assistance. Cultural programs include field trips, artist-in-residence programs, the music program and more. Financial assistance is vital to maintaining the school's diverse environment and making MSGH's educational experience available to more children. It's also a fun way to support our school while sharing cocktails and dinner with other members of the MSGH community, enjoying the fruits of the cultural programming with innovative student-created art, and even finding a few deals and special gifts.

Family Association Fundraising

The MSGH Family Association efforts to foster community through programs like staff appreciation and class socials is 100% self-funded. Family Association fundraising is concentrated in the fall, with Mabel's Labels, personalized name tags for clothing and gear; Lyman Pie sales in October; a shopping week at the Toy Chest in November; and a parent favorite, Innisbrook Wrapping Paper sale, before the holidays. With all of these, vendors share their profits with the Family Association. Cash donations and volunteering are other very welcome ways to contribute to the Family Association.

Building on the Family Association's mission to develop and support the MSGH community, you can expect future activities that combine community building with fundraising. With a budget determined by fundraising, the more money raised, the more the Family Association can do.

Your Role in Fundraising

And now I want you to ask yourself, what would MSGH and our children's education be without its diverse community, art and music, field trips, community events, teacher training and more? Then budget what you can to give to MSGH. Every contribution helps and most are tax deductible.

My family supports MSGH on a variety of levels. We participate in the Annual Fund to help show the strength of our school community. And most of our MSGH giving budget is delegated to the auction, because I fall in love with the children's art and try to bring at least one piece home each year! The Family Association gets my time and money when the fundraisers meet my family's needs.

To sum it all up, please try to contribute to all three areas in whatever way your family can! The results of these efforts are seen every day in the programs and activities that set MSGH apart and above other schools. For our family, I know we feel good about our commitment to our daughter's school.

Help us reach our goals!

Please support your Family Association's fundraisers. Mabel's Labels will run all year, but Lyman Orchard Pies and Innisbrook Wrapping Paper will only be available throughout the holiday season.

October 11-25

\$15/pie-MSGH will earn \$5 from every pie purchased. If we sell more than 150 pies, we earn 40% of each pie! Pre-Thanksgiving delivery.



November 7-11

With a voucher, 20% of every purchase during this week will be donated to MSGH FA.



November 11-23

50% of all wrapping paper sales and 45% of the sale of any other items will be donated to the FA. Paper will be delivered in early December!



Contact Rebecca London, FA Co-Chair, at remonroe@yahoo.com with any questions.

Upcoming Dates

Thursday, October 20
Parent Information Night

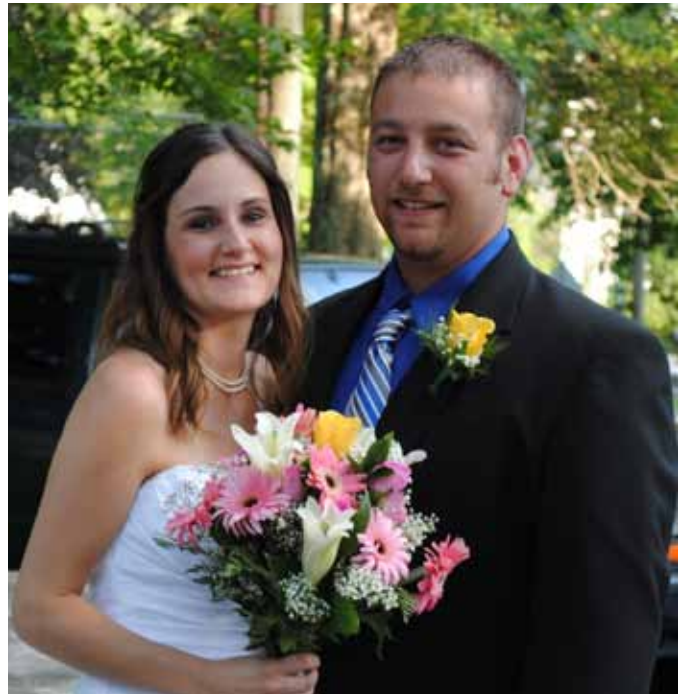
Friday, October 28
Elementary Mystery History Day

Thursday, November 17
Parent Information Night

Monday, November 21
Grandparent Visits Begin

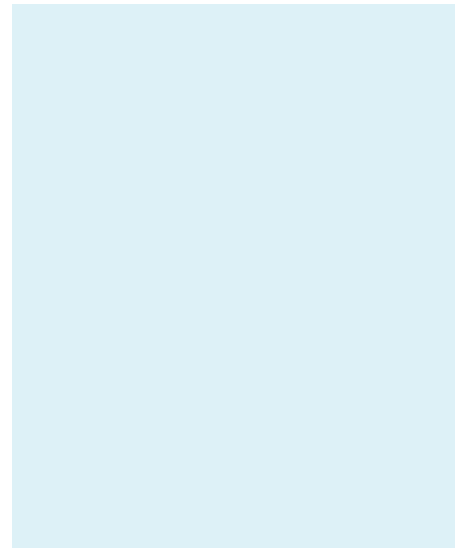


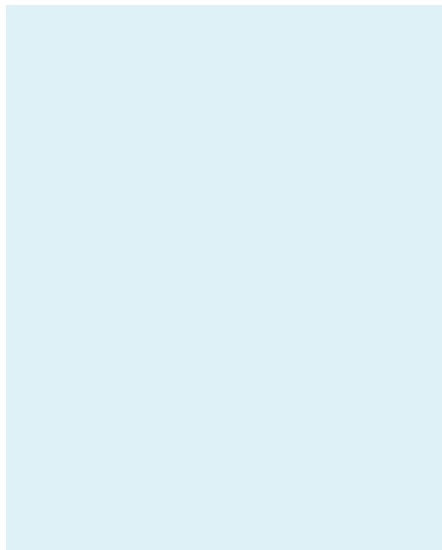
<http://www.msgh.mabel.ca/>



It Was A Busy Summer: Three Weddings and An Engagement!

Congratulations to Catherine and Stephen, Christy and Phil, and Maria and Ben on their weddings, and to Toko and Steve, who were engaged right here in our MSGH courtyard!





Grandparents in the Classroom

November 21 through December 16

Please call the Main Office to reserve your spot on any Monday, Wednesday or Friday to come observe the classroom at 9:00 or 9:30 am or bring lunch to eat with your Primary or Elementary grandchild.



2011/2012 Annual Fund

Every fall MSGH launches its **Annual Fund campaign** to provide support for a portion of its operating costs. Tuition dollars cover the majority of the school's operating costs, but the Annual Fund bridges the gap between the cost of each child's education and tuition revenue. You may specify that your contribution support a particular fund: classroom materials and programming, faculty professional development, financial assistance or the endowment fund, or you may leave it up to MSGH to determine the greatest area of need.

This year we are offering a new convenient and affordable option for giving to the Annual Fund. **Supporters may choose to make a gift to the Annual Fund through recurring monthly credit card charges.** Select an amount that is comfortable for you and your family, and the school will make a recurring charge on your credit card in this amount throughout the school year.

With a series of smaller monthly installments, you can make a significant gift to the Annual Fund this year. We hope that you will choose this option and show your support for MSGH. Your gift benefits each and every child at our school, and lays the foundation for generations to come!



Montessori School of Greater Hartford Annual Fund Campaign 2011/2012

Categories of Giving

The Maria Montessori Circle	\$5,000 +	Sustainer	\$500-\$999 (<i>Leadership Level begins</i>)
The Pink Tower Circle	\$2,500-\$4,999	Patron	\$250-\$499
The Director's Circle	\$1,500-\$2,499	Supporter	up to \$249
Benefactor	\$1,000-\$1,499		

Name(s): _____

(as you wish to appear in the Annual Report)

Maiden Name, if Alumna _____

Address _____

City, State, Zip _____

Home Phone _____ E-mail _____

_____ *Please initial here if you wish to remain an anonymous donor*

Please accept my/our gift to MSGH's Annual Fund:

I/We pledge a total gift of \$ _____

Indicate method of payment:

- Check enclosed for full amount Check enclosed for partial amount, \$ _____ to be paid on _____
- Pledge to be fulfilled by June 30, 2012
- Charge my gift
- \$ _____ per month through June 30, 2012
- _____ installments on _____ dates
- in one payment

Payments must be completed by June 30, 2012

Card Number: _____ Expiration date: _____

Name on Card: _____

Signature: _____ Date: _____

- My employer, _____, will match my gift.

(Please enclose your employer's gift form)

- Gift of Stock (Development Office will send information)

Please designate my gift to the following fund:

- Classroom Materials and Programming
- Faculty Professional Development
- Financial Assistance
- Where MSGH needs it most

Please apply \$ _____ of my gift to the Endowment

Should any fund become oversubscribed, MSGH will use the gift where it is most needed.

My gift is:

In Honor of: _____

In Memory of: _____

Affiliation:

- Alumnus/a
- Grandparent of Alumnus/a
- Current Parent
- Friend
- Parent of Alumnus/a

To give online visit:

www.msgh.org ➡ Support MSGH ➡ Give online

For questions, please
call Susan Rich-Bye,
Director of Advancement
860.236.4565 ext.28

Thank you for supporting the Montessori School of Greater Hartford!