

# Follow *the* Child

THE MSGH COMMUNITY NEWSLETTER



## IN THIS ISSUE

2	Úna's Chat: Living Courageously	10	A Visit from Pat Ludick	15	Family Association News
8	The Absorbent Mind	12	Farm Report	16	Advancement Corner
9	Daily Rhythms	13	CAIS Accrediation	18	Welcome
		14	Alumni News	19	In Memoriam

## BOARD OF TRUSTEES

### PRESIDENT

David Tyson  
Alumni Parent

### VICE PRESIDENT

Jacqui Copp-Moffett  
Alumni Parent

### TREASURER

Patrick Scully

### SECRETARY

Ellen Brown  
Alumni Parent

### TRUSTEES

Joyce Aparicio  
Current Parent

Jennifer Apgar  
Current Parent

Reinaldo Figueroa  
Current Parent

Bonnie Huang  
Current Parent

Catrina Kohn  
Friend of School

Rebecca London  
Current Parent

Sam Nanayakkara  
Current Parent

Early Shirane  
Alumni Grandparent

Lauren Toppin  
Alumni Parent

### OBSERVERS

### HEAD OF SCHOOL

Úna Barry

### FAMILY ASSOC. CHAIR

Jennifer Ford

### OBSERVER

Kara Fenn



### ÚNA'S CHAT



## Living Courageously

I lived in Dublin for several years before moving to the US. While there I worked alongside Maeve, who one day announced that she was giving up her job and moving back to her home town. She said she wanted to meet someone, get married, and settle close to her family. She had two other goals: she wanted to learn to ride a horse and she wanted to become a Bunratty singer (Bunratty is a medieval castle in County Clare whose singers entertain tourists). I thought she was crazy. I wanted to know, Did she have a job? Had she met the man of her dreams there already? Couldn't she learn to ride horses anywhere? 'No, no, and sure – but I won't achieve the first two things anywhere else,' was her answer. I thought she was nuts. How on earth could she know she was going to meet the man she wanted to marry in her little home town? How did she know she was going to get the job? Off she went. Years later I heard that she had indeed become a Bunratty singer and furthermore was engaged to be married to a man from her home town. Knowing her focus and courage, I'm sure she achieved her third goal as well, and cantered skillfully down the aisle to the man of her dreams.

One does not have to make such dramatic (or, some might say, fool-hardy) decisions as the ones made by Maeve. But with hindsight, I envy her self-knowledge, her focus, and, most of all, her courage. She set her own course and took action on it.



I have made many cowardly decisions in my life. Alternately, I have not made a decision, thereby making a decision, if you know what I mean. The consequences of these decisions live with me, some more impactful than others. So I have come to the conclusion that in order to live life authentically – that is, to live a life true to oneself – one must live courageously every day. With hindsight as the perfect teacher, I thought I might offer some pointers in supporting our children to 'live courageously.'

### The Skills

Sitting your child down and sharing the advice to 'live courageously' is an exercise in futility.



As an over-arching guide to this discussion, I want to emphasize that for any life skill to be mastered fully and deeply, it must be lived. The maxim ‘children learn what they live’ suggests that for a child to truly master a skill or behavior, he must consistently witness and practice that element in his life. The ‘witness’ piece falls to the adults in the child’s life, in the form of modelling the behavior in relevant daily life. The ‘practice’ piece must happen in a manner that is relevant to the child’s life and must also be woven into the daily experience. By living an experience every day, nerve pathways become ‘grooved,’ setting a pattern for a default response.

In the safety of the family, the child has the perfect place to observe and practice. Also, typical childhood decisions are not of the life-altering variety (although children would frequently disagree). So that begs the question: what are the skills required to lead a courageous life and how are they acquired?

I suggest that the following are the core skills required to teach our children to live courageously.

1. A Sense of Capability
2. The Ability to Delay Gratification
3. The Ability to Make Tough Decisions
4. Knowing What You Want and Making it Happen
5. A Sense of Adventure

Let’s discuss the relevance of each skill to courageous living and look at each one, first from the perspective of the adult’s modelling and then from the perspective of the child’s practice:

### I. A Sense of Capability

Courage goes hand in hand with capability. Making courageous decisions and following

through on them requires faith in ourselves. The only way to have faith in our abilities is to see ourselves as capable. For a child to feel capable, he needs opportunities to flex and strengthen his ‘capable muscles.’

### Modelling:

Adults who *do* things, in front of and with their children, are modelling capability. Allow your child to hear and see you take on daily tasks as well as mental and physical challenges. Ask for your child’s help both with ideas and with labor. (Set him up for success by ensuring the request is within his capability and demonstrate if necessary.) Out loud, talk your way through a challenge, narrating your thought process and your trial-and-error approach. Visibly struggle, persist, and be tenacious. Request others’ ideas, using others as a resource. Acknowledge what you learned from an error. Incorporate the knowledge into your next attempt. Try and try and try.





**Practice:**

Allow and encourage your child to take on anything that she is capable of doing. Show her how and let her go. Expect that she take part in the responsibilities of the household. Allow her to participate significantly in what you're doing. Acknowledge her contribution and express thanks for her help (no parties and clapping – just genuine appreciation for the help). Be specific about how her help benefitted you or the project.

**2. An Ability to Delay Gratification**

'Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.' (Center on the Developing Child – Harvard University [http://developingchild.harvard.edu/key\\_concepts/executive\\_function/](http://developingchild.harvard.edu/key_concepts/executive_function/))

Our executive function and self-regulation skills, as you can see from the Harvard University explanation, effectively determine how we navigate life. Among these learned skills is the ability to delay gratification,



i.e., to curb immediate gratification in the interest of a greater future benefit. It is said that the ability to delay gratification in early life, measured by the famous Marshmallow Test, is a key indicator of later success in life. Strategic, courageous decision-making requires this most essential skill: 'short-term pain for long-term gain.'

**Modelling:**

Model getting a somewhat undesirable task done before doing something pleasurable. Verbalize what you're doing, e.g.,

- 'I am going to do the laundry before sitting down to read my book; that way I can relax even more and I won't have to do the laundry later.'

- 'Let's do the grocery shopping first, then we can spend the rest of our time in the park and only leave when we have to go home for dinner.'

- 'No, I won't buy that X. It's too expensive. But I really want to get the Y, so I'll wait and save my money.'



**Practice:**

There are so many opportunities for delaying gratification in daily life, particularly in the current culture. One very wonderful way is for your child to work and save for something he really wants. (Remember, daily chores are a responsibility as a part of the family community. Work, that earns compensation, is something over and above these chores.) It is important that this plan be appropriate for your child’s age and achievable within a reasonable amount of time. Discuss with your child how long he thinks is reasonable. Support him, if necessary, in working out what he will have to do to achieve the goal in the time planned. You may offer to pay for half the cost of an expensive item, if your child saves the rest.

As with modelling above, use opportunities in daily life to allow your child to make decisions to delay gratification: e.g., get a chore done now so that he has more time to play later. Point out the option and the benefit of the decision to get the undesirable stuff done first.

**3. The Ability to Make Tough Decisions**

In your daily life you make umpteen decisions, but often you make them spontaneously, without much external evidence that you are going through the process. Making the decision process visible for your child in your daily routine can allow her to be privy to the nuts and bolts of decision-making. This can be for decisions as minor as what cereal to buy or what to wear.

**Modelling:**

When an opportunity arises to make a decision, articulate the process:

- State the decision to be made: ‘I need to choose clothes to wear for work tomorrow.’
- State the information and parameters that will inform your decision: ‘Let’s see... the weather is cold, so I need to wear a warm coat to go outside; there’s snow on the ground so I need to wear boots ...’ etc.
- Narrow your choices: ‘These clothes would work. Now I need to choose some and then find something to match.’
- Include others in the process if it affects them or if you think another opinion would help: ‘What do you think?’
- Let your feelings and preferences (and others’, if it’s a decision that will affect others) influence your final decision: ‘I don’t like those colors together,’ or ‘That’s not very comfortable.’

**Practice:**

From a very young age, your child is capable of making decisions. The young infant will make a decision between two objects when they are put within his reach. Your child has five basic requirements of you to facilitate his decision-making practice and to allow him to fully benefit from the process:

1. *Age-appropriate autonomy.* Allow your child to make decisions



*“Imagination does not become great until human beings, given the courage and the strength, use it to create.”*  
-Dr. Montessori



that are within his capacity and relevant to his life.

2. *Boundaries or limited options.* Keep his options within a range acceptable to you while preventing him from becoming overwhelmed.

3. *Demonstration of a process.* If necessary,

facilitate the decision and set him up to be independent.

4. *Freedom to make the 'wrong' decision.* Resist the impulse to guide him to make the 'right' decision. It is extremely important that he occasionally make the wrong decision, which brings me to the next basic requirement:

5. *Freedom to experience the consequences of his decision.* Making an occasional 'wrong' decision gives your child the opportunity to experience the consequences of the choice he made. He can then store that experience and take it out again to inform the next decision. If you always guide him towards the 'right' decision, or do not allow the consequences to take their natural course, you are robbing your child of the opportunity to learn the art of good decision making.

For example, your child may choose to have a snack whenever she is hungry. You establish both a process that she can manage and the boundaries that ensure she has a healthy diet. The boundaries might be that only healthy food is available and only a limited amount (i.e., not enough to spoil an appetite for meals) is available per day. Provide the tools (for example, containers in a low cabinet holding a variety of foods, with a bowl and utensil.) Demonstrate the process (for example, carry one thing at a time to the table, spoon one spoonful of each food into the bowl, return the containers to the cabinet and return to table to sit and eat – and don't forget clean-up.) Explain to your child that she can have snack whenever she wishes and that the available snack is for the whole day. Leave her be and only interfere further if she absolutely cannot manage without further demonstration.

The young child may possibly eat the entire snack in the first sitting. When she looks for more, direct her to her 'available snack.' When she complains that there is none left, assure her that there will be more tomorrow. Do this with

no judgement and no lecture on making better decisions. Resist the urge to have meals earlier, sneak in a snack, etc.

Watch her. After many failed attempts to temper her urge to eat everything at once, she may start to manage her snack with more awareness and less impulsivity. This is smart decision-making at work.

#### 4. Knowing What You Want and Making it Happen

Living a courageous life ups the odds of our realizing our dreams, because working for what we want requires courage. First, however, we have to discover what we want, and this requires listening to our gut and being honest. Next, we have to figure out what it takes to get there, and this requires planning. Then we have to make it happen, and this requires action. All of these skills are the stuff of the human experience. Having this tool kit – honesty, planning, and action – allows us to achieve some measure of autonomy and control in our vulnerable human existence. So, it behooves us to support our children in developing their own tool kit.



#### Modelling:

As with the decision-making process, make your planning process apparent to your child. Do not forget to include the all-important, figure-out-what-you-want step. Talk about how your gut feels when you think about doing something: Does it feel right? Does it have any hesitation or feeling of 'but...'? Question your motives: 'Do I want to do that because it's easy and familiar or because it's what I really want?' Continue to go through the process. What do I have to do to make that happen?



If appropriate, write down your plans. Allow your child to see you take action, and let her know when you've achieved what you set out to do.

The trick is to find natural opportunities to allow your child to be privy to your planning. They probably won't happen every day, but the occasions do arise.

**Practice:**

The opportunities for practice abound in your child's life: grab them. If you have had sufficient opportunity to model, then your child will naturally slip into the process. Then, a gentle prompt from you at the various stages of the process will suffice: 'Have you checked in with your gut?' 'What are you going to do first?' 'When do you want to make that happen?' After some time, a casual, friendly, and simply curious, 'Hey what happened with that project you were planning to do? Did you get to make it happen?'

**5. A Sense of Adventure**

Every summer, my sisters and their children and I spent the month of July in a little fishing village on the coast of County Waterford in Ireland. My oldest sister, Mim, was famous for her mystery tours. Mim would unexpectedly announce, every now and then, that the car was about to leave for a mystery tour. All the kids would pile in and off they'd go. They absolutely loved it. They never took the same route twice, sang the whole way, and were always beside themselves with excitement at the prospect of the adventure. Today, every one of our children is an adventurer; they are all widely travelled. I think Mim had a little hand in that.

Life would be very dull and down-right plodding if we were to consistently ignore opportunity when it knocks. Yes, you want your child to be a planner, to blaze his own trail and forge his own destiny. But a part of this is knowing

a good thing when you see it and being open to an alternate route to your goal or even an alternate goal altogether. This is what adds spice to life: having the courage to step off the trail once in a while to discover the mysteries of the untraveled path.



**Modelling:**

Be spontaneous once in a while in your daily life. Do something unexpected that's fun and out of the ordinary. On a walk or a drive, go down that road that's off the beaten track just to see what you'll find. Bring your child with you on these adventures. Talk about 'what ifs' with him and 'I wonder what...' You never know – you might discover your own adventurous spirit! And if you already have one, tell your stories: your child will love to hear them.

**Practice:**

Many children are cautious but all are natural explorers. All you have to do is facilitate this sense of adventure. Please resist the urge to constantly warn your child to 'be careful.' Instead, show her how to approach the (age-appropriate) activity safely and how to take common-sense precautions, then encourage her exploration. Facilitate spontaneity and listen to adventurous ideas with real interest. Weigh the pros and cons with your child, always maintaining wonder.

As I continue to work to live a courageous life, you can do likewise – in the presence of your child. In this way, living courageously will become a part of her DNA. She will be able to go out into the world and meet it on her own terms.

*Mia*



# THE ABSORBENT MIND

By Toko Blais-Odorczuk



The term “absorbent mind” is used to refer to the unique type of intelligence the young child uses in relating to her environment. It is an unconscious, non-selective process by which the brain takes in everything from the environment, very much like a sponge soaks up all surrounding water. This learning tool is unique and very powerful for the young child. The method in which a child learns a language, for example, differs drastically from the method an adult uses. The adult needs to exert a great deal of effort and even then struggles with accent, vocabulary, sentence structure, pronouns, tense and mood of verbs, etc. The young child, on the other hand, does not experience any of the struggles that the adult experiences. Rather, she is able simply to absorb the vocabulary and grammar from the languages she hears in her environment. The absorbent mind allows the young child to take in the language (or languages), customs and habits of the people she lives among.

The period of the absorbent mind is broken down into two sub-periods: the unconscious (from birth to 3 years) and the conscious (from 3 to 6 years). In the period from birth to 3 years, the child is unconsciously absorbing what is around her and is more reactive than purposeful in her actions. From 3 to 6 years, the child begins to explore the outer environment through more purposeful movement and action. It is during this period that the brain begins to order, classify, and refine these experiences, and to use them in a more purposeful way.

It is the hands-on experience and work requiring maximum effort that allows the child to fully use the powers of her absorbent mind. Our goal, as adults, is to provide the child with rich environments full of opportunities for the child to exert this effort.





# Daily Rhythms

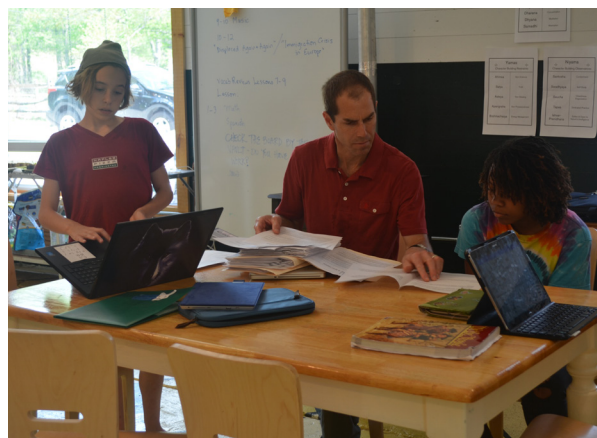


# A VISIT FROM PAT LUDICK

In March, Pat Ludick, an AMI consultant, spent several days at MSGH with the specific purpose of guiding the growth of our Middle School Program. During her visit, she impressed us all with her energy and her wisdom. While wisdom might be expected from a seventy-six-year-old, her energy and vision were truly inspirational. All those who attended her talk, "Global Citizenship in the 21st Century: Home and School in Partnership," heard some important "truths."



She reminded us that it is a gift to live in this time and place, and that home and school are partners in caring for the child. She brought us back to that wondrous moment when a child is born: "Who are you? Who are you going to become? What is being asked of me?" She reminded us that we need to stand humbly before the child, as the child has a great deal to teach the adult, and that his/her presence provides a unique opportunity for the adult to develop patience and to practice inclusiveness.



The idea of global citizenship fits well with Dr. Montessori's philosophy. Montessori did much of her work during the periods of the World Wars, and within this context of strife she believed that the essential role of education is to develop peaceful citizens. She saw the child as "a person of peace, a person to bring about unity between humans." So, we must ask ourselves, does the experience we provide support this goal or squelch it?

The environment we create for our children and adolescents should provide academic preparation, but it should also nurture: social responsibility, confidence & competence, spiritual awareness, intrinsic motivation, creativity & originality of thought, and independence & autonomy. This is no small task, and it takes home and school working in partnership.



Pat gave us three core ideas to focus on to make this enormous task more manageable, namely: grace and courtesy, the power of language, and the nobility of work.

## Grace and Courtesy

Pat helped us see these concepts as two sides of the same coin. She defined "grace" as being the goodness one sees in oneself or the contribution one can make, while "courtesy" is the goodness one can recognize in others. In order to more consciously practice grace and courtesy in our homes and classrooms, she reminds us to:

- be present,
- embrace interruptions,

- honor silence,
- listen with the heart,
- tell stories,
- disagree respectfully,
- honor the other, and
- engage in common rituals.

### The Power of Language

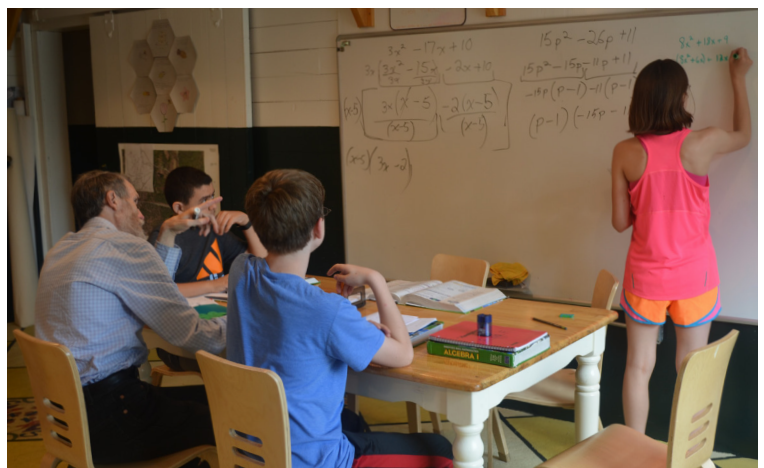
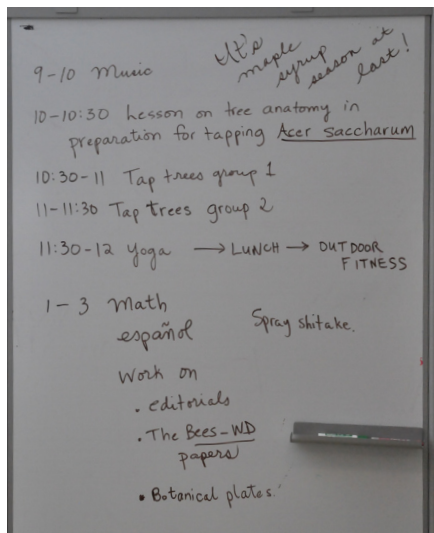
Language is integral to the building of the personality. Language has the power to build you up or destroy you. We have a great responsibility in how we use language and its power. Parents and teachers should always try to communicate confidently – mean what you say and say what you mean. Be inspiring and concise, establishing expectations and giving instructions clearly and without too many words. Lengthy explanations are counter-productive. And, do not be afraid to give regular doses of vitamin “n,” as children and adolescents push to find a “no.”

### The Nobility of Work

Work side by side with your child, remembering that all work is noble. Maria Montessori believed that it is essential to understand the value of work in all its forms, be it intellectual or manual. Young children relish work. Work develops the mind through the use of the hands. It cultivates a spirit of independence and self-worth. For the adolescent, work is an aid to socialization. Work, be it with the hand or the mind, allows the adolescent to test his/her strength, to mark a skill, and to measure perseverance and endurance. Work is necessary to life and the well-being of the adolescent community. It is real and it matters.

With just one visit, Pat Ludick has become

part of the MSGH community. She embraced us and our work wholeheartedly, and it is with common purpose that we proceed. She has shared with us wisdom from her many years of experience in guiding adolescents and their communities, and we are very fortunate, indeed, to be tapping into it. Watch out for news from our Middle School as it grows and flourishes.



# Farm Report

by Caren Ross

As on any farm, the rhythm at the middle school campus follows the seasons. Winter was a time for quiet, academic productivity and planning while we waited for spring's burst of new life. We studied genetics and the likely dominant and recessive alleles that determine the physical characteristics of our baby goats. The genetics of the goat herd, chicken flock and honey bees all determine traits for survival, temperament and physical appearance, and winter was the time of year to study the how and why of certain inherited characteristics. As we wondered how our honey bees fared in the frigid temperatures, we read a new novel, *The Bees*, and used it as a platform to better understand literary technique, life in the hive and, metaphorically, ourselves. Bees govern themselves undemocratically, and the students studied government to begin to grasp how people organize themselves and manage power, for better or worse. Knitting our own sheep's yarn with Úna, yoga with Ellen, electrical circuitry with Brian Amaker, music, art, sledding and skating all added joy and variety to our snowbound days.

With the earliest hints of spring, as the daylight hours grew longer and the days warmer, we collected sap from sugar maple trees on the property. We boiled the sap for hours - all the while studying solubility, density, solutions and suspensions - until at last it was maple syrup, which we bottled for sale to the community. We vaccinated the pregnant goats and studied how passive immunity to diseases would be passed along to their kids still in the womb. Shawn London visited Millstream with his portable sonogram machine to confirm the goat's pregnancy and to give us a tour of the inside anatomy of both a ruminant and a human. In April, the kids were born healthy and strong, with students on hand to clamp and sterilize the umbilical cords and welcome the wobbly newcomers to Millstream Farm.

Finally, spring planting is about to begin, as students use their knowledge of soil science and crop rotation to decide what to grow in each garden bed. The soil is finally warm enough to accept its first seeds, which will sprout lettuces and radishes in time to harvest even before the end of the school year. We can't wait to taste spring!



# Connecticut Association of Independent Schools Accreditation

This past January, we began the process of our Connecticut Association of Independent Schools (CAIS) re-accreditation. Having the distinction of CAIS membership and accreditation provides us with an entire network of support in the independent school community. The distinction also limits state and federal government influence on our curriculum as well as provides us with a lobbyist who will take our unique issues to the state legislature. CAIS provides our faculty and staff with rich professional development opportunities that strengthen our classroom and our community.

Getting recognized as a CAIS school for the first time was no small task; not every school that undergoes the process is ultimately approved. This distinction truly speaks to the caliber and strength of a school, and we are proud to be among incredible peers in the independent school community. The re-accreditation process will be extensive and quite an undertaking. Luckily, we have two exceptional faculty members overseeing the process: Toko Blais-Odorczuk and Leslie Wetmore, who were unanimously selected by their colleagues, will oversee this important work.

Most of the work on the re-accreditation stems from our self-evaluation study. There are fourteen\* standards that we will evaluate and propose improvement on in our self-evaluation: our mission; governance; enrollment; program; experience of the students; resources to support the program; early childhood program; faculty; administration evaluation and assessment; health and safety; communication; infrastructure; and the accreditation process. In the coming months, we will be appealing to you as parents to gather feedback and data on these standards. This may come in the form of parent panels or parent surveys. Keep a look out!



For more information on the CAIS process, please contact [TokoB@msgh.org](mailto:TokoB@msgh.org) or visit [caisct.org](http://caisct.org)

\*The fifteenth standard of CAIS relates to a residential program. As we do not have a residential program, we will not be evaluated on this standard.



# Alumni News



Above, alumna Abi Connor lent a helping hand volunteering in our Toddler community.



Above, special visitors in Upper Elementary, Daniela & Gabriel Mays-Sanchez, former MSGH students.

Below, recent graduate of College of the Holy Cross and MSGH alumna, Nicole Beavers, subbing in our Elementary class.



**Leah Chapman** has a knitting studio in her apartment in Oakland, California. She is co-owner, designer and creator for Myth of the West clothing and accessories. Her shop can be found on [etsy.com](https://www.etsy.com/shop/mythofthewest) ([mythofthewest](https://www.etsy.com/shop/mythofthewest)). She also works part time at Freia Fine Handpaint Fibers, a studio for beautiful hand-dyed yarns. She loves the climate in California which allows her to garden year round. She also cares for the friendly feral cats in her neighborhood.

**Keith Chapman** will graduate from Fairfield University in May with a degree in information systems and a minor in politics (resumes available on request!). He enjoys experimenting with beer brewing and is an avid Arsenal F.C. fan.

**Peter Chapman** is a junior at Northwest Catholic High School. He is in the midst of a semester away at Chewonki Semester School in Maine. He is thriving with the combination of hands-on Montessori-style education and physical work/adventure in a farm setting on the coast of Maine.

**Ester Hoff** is a freshman at New York University.

**EJ Toppin** graduated from Williams College in 2010 and is a legislative aide in the office of Senator Richard Blumenthal in Washington, DC. Pictured below with his brother **Chris** and their grandmother in Washington, DC this past year.

**Chris Toppin** graduated from Amherst College in 2013 and works for DDJ Capital Management in Waltham, Massachusetts as a bank debt investment accountant.



A McVerry and Chapman holiday reunion. From left to right, MSGH alumni Peter Chapman, Keith Chapman, Stephen McVerry, Christian McVerry, & Ryan McVerry.

# Family Association News

Dear Families,

I'm very excited to start 2015 out as your new Family Association Chair. I've spent the last several months shadowing Rebecca and learning the ropes. Rebecca is an amazing teacher and has done such a wonderful job over the last four years building up the Family Association into the thriving volunteer organization it is today. I have big shoes to fill and know that, with your help, I am up for the challenge.

I was well aware of the high caliber of teachers and staff that make up the MSGH community, but I am now so excited to also be meeting all of the wonderful families that support all of these amazing students we have at MSGH. You are all part of a truly inspiring community of people.

Thank you to everyone who has already taken the time to stop me in the halls and introduce yourself, and a special thanks to everyone who has already volunteered to host a spring coffee talk or playdate. We always have volunteer opportunities available, so please get in touch with me if you'd like to become more involved with the Family Association.

There are several great events lined up next fall. Family Association volunteers will be hosting several Fernridge Park playdates and informal coffee talks at MSGH. Please see the website calendar for specific dates and plan to stop by. As always, your amazing classroom representatives will remind you about specific dates as they get closer.



Thank you for all that you do for this community and for welcoming me and supporting the Family Association.

Sincerely,

Jenn Ford

Jennifer Ford  
Family Association Chair



*There are a thousand reasons to support the  
Montessori School of Greater Hartford.*



*One of these reasons is our incredible faculty and administration.  
For the 5th consecutive year, 100% of our staff have made a contribution to  
our Annual Fund.*





# Montessori School of Greater Hartford 2014-2015 Annual Fund Campaign

## Categories of Giving

<b>Education for Peace</b>	\$10,000+	<b>Sustainer</b>	\$500-\$999 (Leadership Level begins)
<b>The Maria Montessori Circle</b>	\$5,000 - \$9,999	<b>Patron</b>	\$250-\$499
<b>The Pink Tower Circle</b>	\$2,500-\$4,999	<b>Supporter</b>	\$100-\$249
<b>The Director's Circle</b>	\$1,500-\$2,499	<b>Friend</b>	up to \$99
<b>Benefactor</b>	\$1,000-\$1,499		

I/We gift \$ \_\_\_\_\_

Name(s) \_\_\_\_\_  
(as you wish to appear in the Annual Report)

Maiden Name, if MSGH Alumna \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ E-mail \_\_\_\_\_

\_\_\_\_\_ Please initial here if you wish to remain an anonymous donor

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

*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:

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

## To give online, visit:

[www.msgh.org](http://www.msgh.org) ➔ Support MSGH ➔ Make a Donation

For questions, please contact Kara Fenn, Director of Advancement at 860.236.4565 ext.27.

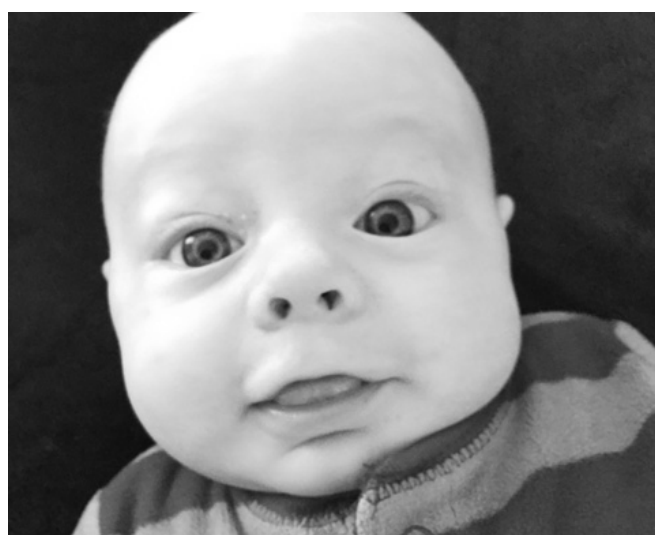


# Thank you for supporting the Montessori School of Greater Hartford!

Montessori School of Greater Hartford | [information@msgh.org](mailto:information@msgh.org) | [www.msgh.org](http://www.msgh.org) | 141 North Main Street, West Hartford, Connecticut 06107

860 236 4565 | f 860 586 7420 | Tax I.D. number: 06-0804807

Welcome  
to all of our newest  
little kids!



Isabella,  
Mia Josephine, Philippa,  
Baby Goats Luna & Monty,  
and Julian

Additions to the family, alumni news, or  
other announcements can be submitted  
to: [karaf@msggh.org](mailto:karaf@msggh.org)

KEEP IN TOUCH!



# In Memoriam

*Dear Yummie,  
Thank you for sharing your passions,  
your talents, and your incredible  
spirit with us.*



*Thank you for  
bringing joy, fun, and laughter  
to our school.*



*Thank you for  
strengthening our voices.*

*Love,  
The Students of MSGH*





## Montessori School of Greater Hartford

141 North Main Street  
West Hartford, CT 06107

*"Free the child's potential, and you will transform him into the world."*



### **FOLLOW THE CHILD**

#### **EDITOR/WRITER**

Kara Fenn

#### **LAYOUT / PHOTOGRAPHERS**

Kara Fenn & Erica Killer

#### **CONTRIBUTED PHOTOS**

Orla Black, Christine Blais, Steve Ligon, Toko Odorzuk, & Amanda Pergola

For copies of FTC photos or articles, please contact Kara Fenn

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©2015.

**Montessori School**  
*of Greater Hartford*

141 North Main St.

West Hartford, Connecticut 06107

860 236 4565 | f 860 586 7420 | msgh.org