MEET OUR BOARD

STRATEGIC PLAN 2011-2016

PARENT TO PARENT
WSMS’s Unique Approach to Admissions Interviews

SOME THINGS (HAPPLY)
NEVER CHANGE
The Sachs Family Looks Back

ANNUAL REPORT OF GIVING
2010-2011
CONTENTS Fall 2011

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The Sachs Family Looks Back


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For me, September always brings the promise of a dynamic school year filled with the sheer joy of learning and the opportunity to reflect, with deep gratitude, on the families, students, faculty, and staff who together create this magnificent community. Fittingly, the fall issue of our school magazine contains the Annual Report of Giving, in which we acknowledge those current and alumni families, faculty, staff, and friends whose generous contributions of time and financial support help us to continually enhance what we are able to provide for our students. This year's transformation of the Parents Room into both a room for parents and a library for kids is only one example of how we put your generosity to work. I am deeply grateful to all of you who have given so much to this community. Truly, every gift counts.

This issue also presents highlights of our newly minted Strategic Plan, a creative and highly useful framework to guide our actions over the next five years. For example, in recognition of the enduring importance of attracting and retaining outstanding faculty, we will be implementing a new method of faculty compensation grounded in clearly articulated standards for excellence. The plan lays out a disciplined approach that focuses on our children and faculty, while exploring opportunities to expand our programs and maximize our impact on the larger world of Montessori early childhood education. The 2011–2016 Strategic Plan is an invaluable tool that will help to ensure an ever more vibrant future for WSMS. As Will Rogers once said, “Even if you are on the right track, you'll get run over if you just sit there.”

The article Meet Our Board demonstrates through a series of brief bios why these are my trusted “go to” people. We are extremely fortunate to have individuals who are not only dedicated but who willingly apply their formidable talent and expertise to an incredibly wide range of matters related to school: building code maintenance, health matters, legal issues, investment strategies, governance and finance, and everything in between.

Parent to Parent is a wonderful article that illuminates the many benefits of having parents participate in our admissions process. The way we conduct parent interviews at WSMS is far from school business as usual, yet I strongly believe that our extraordinary admissions process—in place for more than 30 years—has contributed enormously to creating the special character of the WSMS community.

Finally, I hope you enjoy, as I did, the reflections of the Sachs family on their years at our school. They exemplify the deep-rootedness of our culture of parent involvement and the continuity of our values: making the child the center of all that we do, recognizing that in diversity there is opportunity for all, and acknowledging that our faculty is our core asset.

In closing, I wish to extend my heartfelt thanks to our teachers and staff for their devotion, their brilliance, their evenhandedness, and their ability to exceed expectations (even mine); and to our families for finding ways to make this an even better school through their work on PA committees, their support of teachers, and their generosity of spirit and support. It is my very good fortune to be able to serve this richly diverse community. We are composed of different kinds of families, different experiences and cultures, different races and ethnicities, and different abilities, yet we are all united in our desire to provide our students with an unparalleled educational beginning.

Thank you for entrusting us with your children.

**IN MIMI’s Voice**

I am deeply grateful to all of you who have given so much to this community. Truly, every gift counts.

MIMI BASSO
HEAD OF SCHOOL
Another school year is in full swing, and once again WSMS has an impressive list of accomplishments to celebrate, some more apparent to the eye than others. As President of the Board of Trustees, I am pleased to share them with you:

• After two successful pilot years the Board has approved an annual budget for our visiting scholar program, in which WSMS engages specialists to work with faculty over the course of an academic year. The benefits of this program are both immediate and long-range: our teachers learn and apply new educational techniques right in the classroom, while the subsequent exchange of ideas and experiences among our faculty results in a broader integration of state-of-the-art educational research and practice into our program.

• The Board has approved the School’s Strategic Plan for 2011–2016. This comprehensive plan provides a blueprint for enhancing WSMS’s already strong position at the forefront of early childhood education and enables us to plan for its vibrant future. Kudos to the Board and to the WSMS staff for their diligence and their dedication to this essential work.

• Our “culture of giving,” founded on our community’s exceptional volunteerism and generosity, has grown by leaps and bounds. Contributions to the Annual Fund have increased by more than 100% in the past two years, and participation among current families has more than doubled during the same period. I am delighted to report that WSMS trustees, faculty, and staff have once again achieved 100% participation—that makes three years in a row and counting!

• Last but not least, as anyone who’s walked through the doors of the school in the past few weeks has doubtless noticed, we now have a beautiful Parents Room/Library for all to enjoy. With its easy access to WSMS’s extensive book collection, its comfortable furniture, and its charming, vibrantly colored ceiling mural, this reimagined space is certain to become a favorite spot for children and adults alike. Our thanks to Mimi Basso for her vision, and to our Board and all who contributed to the Annual Fund for making this project possible.

It was nine years ago that my oldest child started out at West Side Montessori School. Despite all the changes that have occurred in our school and in our world since then, WSMS has never lost sight of the mission that first drew my family and so many others to it: to partner with parents to provide an exceptional early childhood education in a richly diverse setting. I am proud and honored to be associated with this outstanding institution and to work with our talented head of school, Mimi Basso, whose wisdom, creativity, and energy are visible to all every day.

On behalf of the WSMS community I wish to thank the members of the Advancement Committee, Myles Amend, Jae Lee and Alicia McGill, and their team; the 2011 Auction Co-Chairs, Kristen Chae Arabadjiev and Melissa Hilfers; the 2011 Spring Fair Co-Chairs, Sarah Loewenstein, Monique Neal, and Amy Tarr; and Director of Advancement Patricía Luciani.

To everyone mentioned in the following pages, we cannot thank you enough for your ongoing support of WSMS. Your continued commitment helps to ensure a vital future for this school, which has provided a strong educational foundation for more than 3,500 students since first opening its doors nearly 50 years ago.

Valda Witt
(Katherine ’04, William ’05, Andrew ’09, Benjamin 4W)
President of the Board of Trustees
2010-2011 Revenue (unaudited)

**ANNUAL FUND** $320,677
**AUCTION (NET)** $149,367
**SPRING FAIR (NET)** $12,794
**TOTAL** $482,838

2010-2011 Operating Expenses (unaudited)

- **Instruction Expense**: 49%
- **Building Maintenance**: 16%
- **Administrative Costs**: 21%
- **Financial Aid and ACS Family Support**: 14%

RECORD-BREAKING FUND-RAISING
$482,838
MEET OUR BOARD

MYLES B. AMEND has been Director of Development and Alumni Relations at Trinity School since 2000 and was recently appointed Associate Head of School for Advancement. Prior to that he served as Director of Development and Finance at Rice High School in Harlem; as Principal of Tampa Catholic High School in Tampa, Florida; and as Associate Director for Institutional Advancement and Governance at the Museum of the City of New York. He is a graduate of Iona College and holds master’s degrees in History from New York University and in Independent School Leadership from Columbia University Teachers College.

Myles and his partner, Marc Thomas, are parents of Ashley Amend-Thomas (2E), who has completed her two-year career at WSMS and is going on to Trinity’s kindergarten in the fall of 2011. Myles has been on the WSMS Advancement Committee for the past two years.

KIRSTEN CHAE ARABADJIEV is the mother of three children: Ariana, who completed her three-year career at WSMS in 2010; Bella, who moved on to kindergarten in 2011; and Cece, who will begin her first year at WSMS in September 2011. Kristen has been an active WSMS parent since 2007. Among other things, she co-chaired the 2010 Auction and will serve as PA Co-President in the 2011–2012 school year. Kristen is a stay-at-home mom and a business owner of GlobeArc LLC and Little Apples Photography. She earned her BSBA from the School of Management at Boston University and has held positions at Barra, Inc., and Merrill Lynch, Pierce, Fenner & Smith. Kristen lives on the Upper West Side with her husband, Boris.

LIZ CANINO is the mother of two children: Katie, who left WSMS in 2010 for kindergarten; and Patrick, who looks forward to his second year at WSMS in the fall of 2011. Throughout Katie’s and Patrick’s attendance at WSMS, Liz has been involved in WSMS activities including Grandparents Day, Second Hand Sue, admissions interviews, the Auction, and the Spring Fair.

Before becoming a parent, Liz earned her PhD in Neuropsychology with specialized training in epilepsy and head injury. In addition to clinical and research duties she was often responsible for staff supervision, development of training curriculum, and quality assurance reviews. She appreciates the opportunity to help WSMS continue meeting its mission.

CHAD GIFFORD is a dean in the Division of Student Affairs at Columbia University, working with many offices and initiatives on campus, including student advising, family and parent programs, curriculum development, and alumni affairs in both Columbia College and the School of Engineering. Chad joined Student Affairs after graduating from Columbia University with a PhD in Anthropology. His ongoing archaeological research takes him to South America every summer, where he leads a fieldwork project studying the Inca Empire.

Chad’s daughter, Lake Gifford, was a student at WSMS for three years. During that time Chad was an active member of the WSMS Parents Association, helping in a variety of events and programs and eventually serving as Co-President.

Chad lives with his wife, Betsy Morgan, and Lake, who is now 7 and a first grader at Trinity School.

JOCELYN GOODING-SMITH is currently Director of Admissions at Ethical Culture–Fieldston School. Prior to that she held positions at Riverdale Country School and at Early Steps. Jocelyn has taught pre-kindergarten and kindergarten in various schools (including WSMS Summer Camp). She holds a BA in Sociology and African American Studies from Adelphi University and a master’s degree in Elementary Education and Early Childhood Development from New York University.

AMY GROOME has resided in New York for 17 years. She lives with her husband, Peter, and their two sons: Henry, a second grader at Collegiate and a WSMS graduate; and Freddy, who is starting at WSMS in September 2011. Amy holds a certificate in Integrative Nutrition and has worked as a health counselor, helping individuals with food choices and overall well-being. She has a background in marketing communications specializing in global brand development for luxury and lifestyle businesses. She has held positions at Avon Products, Nautica, and StarMedia Network, a Latin-American Internet company.

A native Californian and a graduate of Georgetown University, Amy speaks fluent Spanish and enjoys travel.

CHARLES HARKLESS is a co-founder and managing director of Satori Consulting, a management consultancy formed in 2002 to provide highly differentiated strategy execution and organization effectiveness services. He has worked as a management consultant for more than 20 years, with significant experience in the financial services, telecommunications, and high tech sectors. Prior to founding Satori, Charles was a partner in Accenture’s Communications and High Tech practice, where he worked for many years structuring and managing consumer marketing and network transformation initiatives at key clients, including AT&T and Verizon.

Charles and his wife, Aileen Hefferren, who is Chief Executive of Prep for Prep, live in New York and have two boys, Owen (9) and Perry (7). He holds a BS in Civil Engineering and Operations Research from Princeton University.
ALEXANDRA (ALEX) JARISLOWSKY is the mother of twin Garden class graduates James and Henry Snow, who finished their second year at WSMS in 2011. She is married to Kevin Snow and lives on the Upper West Side.

Alex was born in Montreal, Canada. She graduated from Brown University in 1991 and received her MBA from Harvard Business School in 1996. She has held positions at Capital Research Group, a mutual fund company in California, and at Porter Orlin LLC, a long/short hedge fund in New York. She recently joined her father’s company, Jarislofsky Fraser Limited, a Canadian-based investment firm.

At WSMS Alex has been involved in the Auction and Spring Fair. She is honored to be involved with the school.

BRYAN MAZLISH is a partner at Overlook Capital, a market-neutral equity investment firm that he founded in 2005. Prior to joining Overlook he spent 11 years at Citigroup, where he last was a managing director heading global equity derivatives and domestic portfolio trading. His primary focus was high-level capital commitment and risk management. Bryan joined Salomon Brothers (which was later bought by Citigroup) after graduating from Harvard University with an honors degree in Computer Science.

Outside of work, Bryan has served five years as Board Treasurer for the co-op where he lives with his wife, Sarah Kimball, and their three children: Emma, 8; Sam, 5; and baby Sophie. Emma graduated from WSMS in 2009, and Sam graduated in 2011.

ANNE LYONS is the mother of PJ, who is in his second year at WSMS, and Abby, who graduated in 2010. She is also a semi-retired freelance television producer whose experience spans widely across genres.

For the past eight years Anne worked at ESPN as a senior producer in their Content Development department. Prior to that she worked on a wide variety of news and entertainment shows. Anne left ESPN in 2010 to be a full-time mom to her now school-aged kids. At WSMS she has worked on the admissions committee and the Spring Fair.

Anne graduated from the College of William and Mary in 1992 with a degree in History. She and her husband Francis (also a TV producer) live on the Upper West Side.

THANK YOU TO OUR BOARD MEMBERS FOR THEIR ONGOING COMMITMENT AND DEDICATION TO OUR SCHOOL AND OUR CHILDREN

ALICIA D. MGILL and her husband, Andreas Kraebber, have been WSMS parents since their son Phineas entered in 2004. Their daughter, Bronwyn, graduated from WSMS in 2010, making way for their younger son, Ulysses, who has since moved on to his new school.

Alicia hails from rural central Ohio. She completed her undergraduate studies at Harvard University and graduated with an MD from Columbia. Alicia returned to Columbia in 2000 to begin her residency in adult psychiatry. She worked in private practice until 2007, when she decided to take an extended family leave. At WSMS she quickly found she could remain “plugged in” to a vibrant community of parents and educators while raising her young children and planning her eventual reentry into child and adolescent psychiatry. She has enjoyed interviewing prospective families during WSMS admissions seasons as well as serving as PA Co-President.

RAUL PINEDA joined Morgan Stanley in 1998 in the Private Wealth Management division, where he manages money for global clients. Prior to joining Morgan Stanley, Raul worked at the Private Bank of J.P. Morgan Securities. He has also worked in Sales and Trading at Interacciones Casa de Bolsa in Mexico. Raul graduated from Harvard Business School in 1997 with an MBA. He holds a BA from Universidad Iberoamericana (Mexico).

In addition to serving as Treasurer and member of the Executive Committee of the WSMS Board, Raul is a member of the board of Ballet Hispanico and a committee member of the New York Society Library. Raul resides on the Upper West Side with his wife, Mayalen, and his three children: Raul ‘08, Maitane ‘10, and Ander ‘11.

ROBERT SHEPARDSON is the father of current WSMS student Maeve, and also of Aidan, Alexis, and William, all of whom graduated from WSMS. Robert and his wife, Deirdre Flynn, started their affiliation with WSMS in 2004, and with Maeve will extend their run through 2014. Robert has worked at Morgan Stanley for over 20 years, most recently in global capital markets, where he advises corporations in the media, communications, consumer and retail sectors. Robert graduated from Princeton University with a BA in Economics, and received his MBA from the Amos Tuck School at Dartmouth College. He resides with his family on the Upper West Side.
ALEXANDER H. SOUTHWELL is a partner at the law firm Gibson, Dunn & Crutcher, where he is a member of the White Collar Defense and Investigations and the Information Technology and Data Privacy practice groups. Alex previously served as an assistant United States attorney in the U.S. Attorney’s Office for the Southern District of New York and is also an adjunct professor of law at Fordham University School of Law, where he teaches a seminar on cyber crimes. Alex graduated from Princeton University and New York University School of Law. He is also a proud alum of WSMS, having been born and raised on the Upper West Side, where he still lives with his wife, Sandy, and their three children: Madeline (9), Lucas (6), and Gemma (2). Madeline and Lucas graduated from WSMS in 2007 and 2011, respectively, and now attend Trinity School.

AMY TARR is the mother of twins, Theodore and Penelope, who are finishing their second year at WSMS and will be returning for a third year in the fall. Her daughter Gigi will attend WSMS in the fall as well. Amy lives with her husband, Jeff Tarr, Jr., on the Upper West Side.

A food industry expert, Amy was most recently an editor at StarChefs.com, a website for chefs and other food professionals. She has also been a member of the James Beard Foundation’s House Programming Committee, serving as emcee for dinner events at the James Beard House in NYC. Amy graduated from Harvard College in 1996 with a concentration in Classics (Latin). She holds a master’s degree in Education from Harvard Graduate School of Education (1998).

GREG THORNE is currently a vice president in the Technology Investment Banking group at JMP Securities, where he has worked for the past five years. He graduated from the University of Michigan (where he met his wife, Morgan) in 1996, and earned his MBA from Columbia Business School in 2005.

Greg and Morgan have two children: a daughter, Kendall, who attended WSMS from 2008–2010; and a son, Quincy, who is starting his first year at WSMS in the fall of 2011. Greg has supported WSMS since Kendall started by co-chairing vendor solicitation for the Auction, filling various roles for the Spring Fair, and helping Morgan with the events and activities she has chaired, including the Pumpkin Picnic and the 2010 Auction. Greg and his family live on the Upper West Side.

VALDA WITT is the mother of four children: Katherine (2005), now a student at Marymount School; William (2007) and Andrew (2009), now attending Browning School; and Ben, who is in his second year at WSMS. Valda is an active supporter of WSMS and has been a trustee since 2006.

Valda currently serves as President of the Board at WSMS and has been a Browning School trustee since 2011. She has also been the Annual Fund chair at Browning and a PA class representative at Marymount. She is currently Executive Vice President of Infrastructure Capital.

Valda received her BA in History from the College of William and Mary and her MBA from the Wharton School. She and her husband, Jay Hatfield, live on the Upper West Side. Valda is active in Project Greenhope, a woman-centered facility in East Harlem, where Jay is Treasurer of the Board.
Join us to celebrate
at our
Gala Auction
early February 2013
date tbd
Please provide your e-mail address at:
www.wsmsnyc.org/wsmsturns50
From its earliest days almost half a century ago, West Side Montessori School has been dedicated to striving for excellence in all that we do in service to our young students. Since 1963 the academic program, the facilities, the faculty and administration, the students, and their families have consistently supported and exemplified this goal.

That said, it is important that we reexamine on a regular basis who and where we are. Since inception we have conducted Strategic Plan analyses every few years; each time we have done so, we have been gratified to observe that our progress continues to embody our values. This past year was no different.

This year’s Strategic Plan supports our continuous quest for excellence in all areas of our mission and supporting operations. Our commitment is to sustain and enhance West Side Montessori School for our current population and for the generations of students and families to come.

Mimi Basso
Head of School
The input from our several planning meetings has confirmed that we are in wonderful shape as an institution.

- We have an excellent reputation among prospective, current, and alumni families, as well as among peer and ongoing schools.
- We have no outstanding issues or debt.
- We are maintaining our desired level of enrollment and have no shortage of applicants. Our tuition is competitive with that of peer schools, giving us some flexibility to increase it if necessary.
- Our building is in excellent condition, with recent classroom renovations and “greening” funded through a highly successful capital campaign, and building upgrades and maintenance financed through the operating budget.
- We are a well-managed institution, having earned Independent School Management’s top ratings in all categories.

But we are not, nor should we be, standing still.

Our primary goal is continuous improvement: to provide an unparalleled early childhood education with the highest-caliber faculty in the most appropriate and best-maintained facility in New York City.

- We are aware that many families nowadays choose to send their children to school at a younger age than our cut-off allows, effectively limiting our pool of potential students.
- We have noticed that some families enroll their children at WSMS for just one year, thereby denying those children the full benefits of a multiyear WSMS education, making the parental commitment tangential, and complicating our efforts to know those children well enough to determine the best next schools for them.
- Because of ACS regulations, children with fall birthdays have lost funding for a third critical year at WSMS, and are thus potentially consigned to local schools that lack the academic stimulation they have benefited from at WSMS.
- We want to fulfill our mission by building our financial reserves to ensure that financial aid is available in every situation in which it is needed.
- We want to continue to reside at the cutting edge academically, and to attract and retain the best and brightest faculty and administrative talent.
- We want to be “ready”: proactive as opportunities for program or facility enhancements present themselves; prepared to manage challenges as appropriate.
**Goal: To improve the life of the child, both in the classroom and beyond WSMS.**

At WSMS, we place the child at the center of all that we do. Each decision made and each action taken on behalf of an individual child is grounded in the knowledge of his or her stage of development (social, emotional, intellectual, physical, artistic) and unique learning style, in the context of our commitment to social, economic, and ethnic diversity. Our faculty members regularly examine each child’s development in peer group discussions and continually engage in reflection and lively debate about our program and practices. At the close of each academic year, faculty members suggest improvements to foster the continuous evolution of successful classroom practices.

**OBJECTIVE:** Design and maintain a physical setting for children that supports the educational philosophy and expectations of excellence that define the WSMS vision and mission.

**OBJECTIVE:** Monitor and maintain the best health and safety programs possible for the WSMS students.

**OBJECTIVE:** Continue to ensure that the benefits of a WSMS education resonate beyond West 92nd Street by supporting the development of self-directed learners, flexible thinkers, creative problem solvers, empathetic citizens and resilient individuals.

**Goal: To sustain our culture of excellence and growth among our faculty.**

We are very proud of our faculty. In academic year 2010-11, WSMS teachers came from 16 different countries and spoke 17 different languages. Our teachers are highly skilled, multi-talented, and well credentialed. Equally significant, they form a cohesive team of independent thinkers who are dedicated to and expert at helping their students experience the sense of joy and competence in their classroom work that will lead to a lifelong love of learning. We recognize the importance of attracting and maintaining strong faculty and are committed to ensuring competitive salaries as well as meaningful benefits, professional development opportunities, a stimulating work environment, and high morale. We will enable this by instituting a “program of excellence” to provide substantive professional development opportunities inside and outside of the classroom; by continuing to attract talented faculty via the TEP program and NYU; and by rewarding excellent performance.

**OBJECTIVE:** Develop and support an educational community that is defined by intelligent change and dynamic growth, especially by enhancing and integrating faculty knowledge and pedagogical skill.

**OBJECTIVE:** Sustain/enhance WSMS’s leadership in early childhood and Montessori education.

**OBJECTIVE:** Nurture and enhance community and camaraderie.

**OBJECTIVE:** Ensure that teachers are being rewarded for excellent performance.
**WSMS STRATEGIC PLAN**

**Goal: To improve the school’s readiness for potential opportunities and challenges by identifying and proactively evaluating compelling, mission-consistent expansion opportunities that will enhance the quality of our program, maintain or strengthen our marketplace position, and/or enhance our financial security.**

The continued success of WSMS will require ongoing, proactive review of our current programmatic resources and potential. Decisions to expand the school will require current data regarding market conditions, community sentiment and costs. Following thorough evaluation of relevant, objective, and current data, the school will be better poised to meet challenges and to capitalize on opportunities.

**Objective:** Gather and analyze key data to evaluate and make recommendations regarding the following opportunities:

A. expansion of the WSMS Summer Camp

B. expansion of the WSMS Teacher Education Program (“TEP”)

C. expansion of adult programming

D. addition of a program for two-year-olds

E. addition of a nursery program for the children of faculty and administrative staff

F. addition of an on-site therapeutic services program for WSMS students

**Goal: To further increase financial security and flexibility in keeping with our mission of economic, social, and cultural diversity, while maintaining educational excellence.**

WSMS has been conservatively managed, has no outstanding debt, and enjoys a comfortable level of cash reserves. However, in these uncertain economic times we must enhance our ability to fund our reserves in support of our mission of economic as well as social and cultural diversity. We must actively manage our building to maintain its functional and financial viability. And we must improve our ability to deal with unanticipated cash needs and major capital commitments.

**Objective:** Strengthen the school’s development program by analyzing and expanding fundraising opportunities among current families, alumni and friends of WSMS, and other potential contributors (including individuals, foundations, and corporations).

**Objective:** Focus on increasing alumni engagement as we plan our celebration of our upcoming 50th Anniversary in 2013.

**Objective:** Increase WSMS revenues without capital investment by identifying ways to expand existing programming (such as TEP, summer camp, adult programming, etc.).

**Objective:** Ensure that investment policies and budget decisions reflect WSMS’s commitment to the ongoing availability of financial aid as needed and to the maintenance of the ACS program, while providing the resources necessary to meet opportunities and unexpected challenges.

**Objective:** Ensure that our facility at 309 West 92nd Street continues to comply with local laws and regulations and is actively managed to maintain its status as an asset to WSMS and as a potential source of funds.
The hysteria surrounding the preschool admissions process in New York City is so legendary that friends on the West Coast have asked me about it. In the fall of 2002 my husband and I were dutifully filling out our applications and taking tours, often noticing some of the same glassy-eyed parents we’d seen only a few days before at another school. When it came to the admissions interviews, I once caught myself pausing in front of my open closet, pondering the mission of that day’s school as it related to the items in my wardrobe. Imagine our surprise and delight, then, when we walked into West Side Montessori School for our interview and were warmly greeted by...a parent. Just a plain old friendly parent. I’ve forgotten her name, but I will never forget the half hour James and I spent with her, relaxing and chatting about WSMS. To be honest, James and I were already sold on the place, but nine years later that interview stands out in my memory as a shining example of why WSMS was our first choice for our older daughter, Evelyn.

As is the case at most preschools, there are countless ways parents can become involved at WSMS, from serving as a class rep to working on the annual Auction or Spring Fair. What sets WSMS apart is its involvement of parents in the interview phase of the admissions process. These interviewers meet individually with parents of applicants throughout the admissions season and share their observations with Director of Admissions Suzanne Day (herself a former WSMS parent), who factors these comments into her overall evaluation of each applicant. That WSMS has been conducting interviews this way for as long as anyone can remember speaks volumes about both the school’s ongoing trust in its parent body and the parents’ eternal loyalty to the school.

From the prospective parents’ point of view, being interviewed by a current WSMS parent makes for a much more relaxed meeting. Chris Leon and Tina Stege, whose older daughter, Kiep, will be starting at WSMS in the fall, had an experience similar to mine.

PARENT TO PARENT:
WSMS’S UNIQUE APPROACH TO ADMISSIONS INTERVIEWS

by Olivia Kim (Evelyn Lochart ’06, Kathryn Lochart ’10)
“Once we got there, it didn’t feel like an interview; it felt more like a conversation with someone who was interested in the same things we were,” Tina recalls. “A lot of it had to do with the school, but the interview never felt structured, and I found the process very enjoyable, relaxed, and informative, and that made me want to go to this school.”

“The fact that it was a parent interviewing us never struck me as out of the ordinary. If anything, it struck me as the way interviews should be done,” Chris adds. “Talking to a current parent made us feel that the person really understood what we were asking, what we wanted to know about the school.”

I got a chance to occupy the other chair in the room when I was asked to serve as a parent interviewer in 2005. I gladly accepted then, and served again in 2008, while my younger daughter, Kathryn, was a student at WSMS. I can say without hesitation that it was the most rewarding volunteer work I performed at the school. To be able to meet with prospective parents and answer their questions while also sharing my sincere high regard for WSMS was truly a pleasure.

Catherine McKinley (mother of Ephrem Davis ’09 and current student Shalom Davis) volunteered as a parent interviewer for a year, and she points out how parent-to-parent interviews allow for more forthright exchanges: “I was really candid about a lot of things, and I think the parents appreciated that. I could talk about moments when I had a concern at the school, and it was nice to be able to report how well the school addressed it. Also, my kids are in LAP, so I could talk about my own feelings about a nanny vs. LAP, and those kinds of things.”

Henna Haque (mother of current student Rania and Amira, entering WSMS this fall) served as a parent interviewer last year, and places the interviews in the context of the preschool application process: “All these parents are seeing a bunch of schools, and they’re looking for a feeling of affinity with a school—they want to see if their family is going to fit in. So they definitely appreciated getting to meet with someone who could give them insights about how it all works, how parents come together, what the expectations are.”

That affinity is most certainly a mutual goal, and given the extent to which parents at WSMS work together on a wide range of school events and committees, it makes perfect sense for current parents to participate in the admissions process in this way. Down the road it’s gratifying to interact with parents you once interviewed, whether by volunteering alongside them or by becoming friends with them.

“I COULD TALK ABOUT MOMENTS WHEN I HAD A CONCERN AT THE SCHOOL, AND IT WAS NICE TO BE ABLE TO REPORT HOW WELL THE SCHOOL ADDRESSED IT.”

- Catherine McKinley
While the school has changed in innumerable ways since Mary's sons were students here, the home-school connection that WSMS prizes today was just as vital then. “I think the strong participation of parents—while the classroom is run by professionals—is important, especially given the ages of the children,” Mary observes. “Ideally the amateur and professional elements of a school exist in a healthy balance. The proven ability to maintain that balance is one of the things that differentiates WSMS from other schools, and it benefits the children in at least two ways: the school reflects the parents' values, and the child is particularly comfortable and secure sensing his parents' enjoyment and involvement. If Mom or Dad likes it, it must be good.”

The “everybody wins” nature of the process is neatly summed up by veteran parent interviewer Chad Gifford (father of Lake '10): “WSMS's decision to have current parents interview applicant parents benefits everyone involved. Being a parent interviewer is a great way to give back to the school that's doing such an amazing job educating your child; it's also enjoyable to meet so many parents, some of whom will be a part of the WSMS community. If you're a parent applying to the school, these interviews give you a one-on-one insider's view that is more spontaneous and open than your typical meeting with an admissions officer. In short, it's a wonderful system, and I'd be hard pressed to come up with a show of parental support more compelling than this team of parents who gladly show up week after week to tell applicant parents how much they love this school.”

In terms of best serving the needs of prospective parents and the school, Director of Admissions Suzanne Day explains how this process enables WSMS to maintain an

“Talking to a current parent made us feel that the person really understood what we were asking, what we wanted to know about the school.”

- Chris Leon
unusually large applicant pool in which all applicants are
given individual attention: “We believe that having current
parents interview prospective parents reflects the strong
sense of community that is central to our school’s identity.
Using a parent-based interview team allows us to consider
all interested applicants and accept applications as late as
the first week of January. With this relatively late application
deadline, we typically receive more than 350 applications
each year. It would be nearly impossible for one director
of admissions to meet with that many prospective parents;
thus, our team of parent interviewers facilitates our promise
to consider all applicants with equal care and consideration.
WSMS has been doing parent-to-parent interviews for
many years, and to the best of our knowledge we continue
to be the only school to have parents participate in the
admissions process in this way. We are proud of what that
says about both our school and our families.”

Head of School Mimi Basso couldn’t agree more. “Every year
I am delighted and honored by the willingness of so many
WSMS parents to lend their time and talent to the vital task
of interviewing parents who are applying to the school,”
she says. “Not only does this practice help put prospective
parents at ease, it also sends a strong message about the
extent to which WSMS parents believe in and support what
we’re doing. It also enables me to allocate more of my time
for focusing on our curriculum and working with current
parents to address the needs of our students.”

Yet another advantage of having parents conduct interviews
is that they can be counted on to be particularly attentive
and conscientious interviewers. Because WSMS parents play
such an active role in the life of the school, they have a
vested interest in helping to identify those applicant parents
who will contribute meaningfully to our community and add
to our diverse mix of families. Catherine McKinley concurs.
“I think interviewing parents really helps us to invest
even more in the community and to think about it from a
different angle. It made me think about what’s special about
this community, what I want to help preserve, how our
community can be stretched. Also, I found it delightful to
talk to parents I wouldn’t necessarily have connected with
otherwise, and to realize that we did have quite a bit in
common and that they would bring a lot to the school.”

“I also think it’s helpful for Suzanne to receive assessments
of families from people she trusts as members of the school
community,” adds Henna Haque. “I’m the kind of person
who wants a second opinion, and I think she appreciates
getting additional perspectives beyond her own. The school
is certainly better for it. Our community is much more
tightly knit as a result.”

As for Chris and Tina, they can’t wait to become a part of
the WSMS community with Kiep. When asked for a broader
interpretation of the parent-on-parent interview process,
Chris replies, “To me it says that parents are involved in
lots of ways, that they don’t regard WSMS as just a place
to send their kids. It’s a community they’re involved in and
are willing to take the time to be involved in. Also, to me
it says that the school doesn’t have just one gatekeeper.
There’s community involvement, which I think is great.”

This three-way synergy—among the school, current parents,
and applicant parents—is largely what has kept and will
continue to keep the WSMS community so vibrant and
connected. It’s a vibrancy and a connectedness that are
unquestionably felt and shared by our children, whose
education and development are what brought us all
in the first place. And if WSMS’s parent interviews
manage to dispel some of the legendary New York City
preschool jitters, so much the better for us all.

“WSMS has been doing parent-
to-parent interviews for many
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- Suzanne Day
A few months ago Arthur Sachs was going through some files and realized he still had the original paperwork related to West Side Montessori School’s purchase of 305 West 92nd Street in 1974.* Art was a WSMS board member for ten years and longtime treasurer of the board, and his wife Mary had written the Wireless, conducted admissions interviews, and served on the financial aid committee for many years. As active parents from 1977 to 1987, they had experienced the transition from Penny Pi-Sunyer to Marlene Barron as head of school and seen the installation of the rooftop play space. Their three sons had each experienced WSMS in different ways, then gone on to Collegiate and college and independent lives. Art and Mary attended the alumni party introducing Mimi Basso as head of school in 2008, but that was a chance to socialize with dear friends, not to see the school where their children’s academic lives began. So, with the excuse of making sure important documents were in their proper place, and fascinated by what they had been seeing in Great Beginnings, Art and Mary returned recently for an in-depth visit to WSMS after an absence of almost twenty years.

*SOME THINGS (HAPPLY) NEVER CHANGE

THE SACHS FAMILY LOOKS BACK

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*The legal owner of the building until 2007 was the West Side Educational Trust, and Art had served in the role of successor trustee.
How things have changed! The greening of WSMS encompasses not just the classrooms and the food service, but the communications. For many years the Wireless provided news from each classroom as well as from the PA and head of school. Mary remembers gently cajoling PA committee chairs who thought they had no news to report to talk about their activities of the prior month. The Wireless, despite its name, was in fact a photocopied document, distributed to parents by hand. How different things are today, with our weekly e-mail communications from every teacher filled with classroom news and pictures of the children’s accomplishments!

There were other changes, too. The Garden classroom, where oldest son Andrew began his WSMS career in 1977, is substantially larger, thanks to an expansion to the rear property line in 1995-96. The reception desk is at the front door instead of at the rear of the foyer. The Parents Room (which was transformed into the Parents Room/Library this summer) has a sophisticated coffee machine, comfortable furniture, and natural wood accents. The ceiling mural echoes those times spent nestled on the couch, reading timeless stories to our young children.

But many things are the same: the pink tower, the brown stairs, and the red rods; the many practical life projects; the children sitting at small tables or on mats or at easels, working on their own or collaboratively, creating, writing, building, exploring. . . . In fact, one might speculate that the varying career paths of the Sachs children may reflect the opportunities they experienced at WSMS to explore their interests.
Andrew, the oldest of the Sachs children, was a reserved child but an exuberant artist, creating massive paper drawings (many of which still live in plastic bags under his parents’ bed) and spending hours creating complex Lego towns and block constructions. He went on to concentrate in visual and environmental studies at Harvard. Now 36, he is a cinematographer in Los Angeles and will be married in September. When asked about his days at WSMS, Andrew remembers the walk up Riverside Drive to school and the “big” stairs up to the classroom with the “homey feel.” And he specifically recalls “Dad cooking hot dogs and wearing the multicolored striped shirt every year” at the Spring Fair.

Middle son Chris concentrated in literature at Harvard and has since pursued his talent for—and love of—photography, supporting his calling as a fine arts photographer with commercial gigs. A recent six-month stay in Japan was interrupted by the dramatic effects of the tsunami last March, and he has just begun a new intensive position as a photo producer, mainly for fashion and advertising, in New York.

Chris was a child of boundless energy balanced by a fascination with books. Because Collegiate did not have a kindergarten at the time, Chris spent four years at WSMS. He recalls his last year, with favorite teacher Betsy Hernandez, with particular fondness: “Kindergarten at WSMS was a dream for me. I loved going to school every day. I used to walk up Riverside Drive with my father, holding hands. He would squeeze a certain rhythm to me and I would squeeze it back exactly. This game never got old. At school I was allowed to go as far as I could, whether in math problems (that I would encounter again in second grade at Collegiate), or in abstract paintings that possessed a level of spontaneity I now have to work hard to achieve in my current creations. . . . WSMS was always about tailoring the educational experience to the child, not trying to fit every child into the same size.”

Chris, who is now 34, responded so eloquently when asked about his time at WSMS that he could have been writing an admissions brochure: “As the title of the book by Robert Fulghum goes, I learned everything I ever needed to know in kindergarten. Be as nice to others as you would like them to be to you, if not nicer. Choose your materials and tools carefully, use them wisely, and clean up when you are done. Go at your own speed, not the pace of others. Every pursuit was always a challenge to myself, never a comparison. . . . WSMS was a world full of children and teachers of all hues, filled with warmth and love and the wonderful smell of food. I felt safe and loved and valued, and I knew I could thrive and flourish every day. As long as I didn’t hurt anyone I could do whatever
I wanted, and this freedom created the possibility for infinite joy and endless exploration.”

Youngest son Tim recently turned 31. An alumnus of the short-lived “2’s” program—Elspeth McDonald’s classroom (W) was turned over to two-year-olds every afternoon for a Montessori program designed specifically for that age group—Tim also spent four years at WSMS. And, like big brother Chris, he attended Collegiate and took advantage of the School Year Abroad (SYA) high school program to spend his junior year in Barcelona. After graduating from Pomona with a degree in international relations, Tim went to work for Oxford University Press. For the past two years he was the publishing editor of Grove Music/Oxford Music Online, a highly regarded resource for music research. This summer he transitioned to a new role in which he manages the computer systems and processes used by editors to track the myriad details involved in commissioning and peer reviewing articles that ultimately appear both online and as part of complex multivolume reference works. In his spare time, Tim sings in the chamber chorus of the New Amsterdam Singers, a choral group with an international reputation. (Coincidentally, the founder of the New Amsterdam Singers, Clara Longstreth, has a WSMS connection too: her children were students and her husband was a board member!)

Tim has many happy memories of WSMS. He too recalls Dad cooking hot dogs at the Spring Fair while he (Tim) rode in the trolley. He remembers “the smell of food when walking down the stairs into the basement/garden level” and naptime and “sitting around, playing with blocks, learning to write my name, listening to stories.” He also has a few stories, too long to repeat here, that are great fodder for those nights reminiscing with family and friends.

At lunch with Art and Mary after their tour of WSMS, Patricia Luciani, Director of Advancement, asked them what it was like coming back after all these years. Warm smiles crossed their faces as they thought back to shepherding the kids up Riverside Drive on those blustery winter mornings and watching each boy discover his classroom niche—and to finding for themselves connections with other parents and fulfilling ways to volunteer their time and talents. Yes, WSMS is different today, but it is so clearly the same in so many ways.

“WSMS was a world full of children and teachers of all hues, filled with warmth and love and the wonderful smell of food. I felt safe and loved and valued, and I knew I could thrive and flourish every day. As long as I didn’t hurt anyone I could do whatever I wanted, and this freedom created the possibility for infinite joy and endless exploration.”

—Chris Sachs
Each year the West Side Montessori School community (current and alumni families, grandparents, and friends) provides generous financial and volunteer support that helps the school accomplish so many crucial goals: providing tuition assistance for one out of five students; ensuring competitive compensation and outstanding professional development opportunities for our faculty; continually improving our program and our facilities to provide the best possible education for our students; and maintaining and augmenting reserves to ensure the school’s long-term viability. In the words of Head of School Mimi Basso, “The generosity of the WSMS community is truly amazing—it makes so many good things possible. We are deeply grateful for this wellspring of support.”

This extraordinary generosity was manifest this year in two highly visible improvements: the creation of the new Parents Room/Library and the rooftop installation of new play equipment that is as wonderfully versatile as it is engaging. Of equal importance this year are such enhancements as our visiting scholar from Bank Street's Center for Emotionally Responsive Practice and our robust tuition assistance program. To all of you who helped make these wonderful dreams a reality, our sincere thanks.

YOU DID IT!! ANNUAL FUND DOUBLES IN JUST TWO YEARS!
new york city

is all about making the most of whatever precious space you own, rent, or are allowed to use: your building, your apartment, your office, your spot on the subway, your right of way on the sidewalk, your place on line at Fairway. You get the picture.

West Side Montessori School is no different. Fortunate to have purchased its gorgeous double brownstone in 1974 to house its growing school, WSMS has since rethought, redesigned, and rebuilt every possible nook and cranny within its buildable footprint, from the expanded English basement that holds a classroom, a professional kitchen, a faculty room, and several small offices and conference rooms, to the play space on its roof, six stories up, replete with our new Snug Play equipment (see inside back cover for photographs).
In September 2009, after completing an extensive “greening” and renovation of our eight classrooms and kitchen, Mimi Basso, just two years into her tenure as Head of School, said: “We’ve maximized every square inch of space in our building. I can’t imagine another building project.” Well, imagine she soon did. With her dedication to continual improvement, it wasn’t long before Mimi found another area of the school to tackle: WSMS’s treasure trove of 7,500 children’s books. For years the books had been scattered among the eight classrooms; some were displayed on shelves, but many were hidden away in hard-to-reach cupboards. Mimi thought, “What if our lovely Parents Room, a beloved and much-used room on the parlor floor, could be transformed into a multipurpose space serving children as well their parents?” Thus was born the idea of the Parents Room/Library.

The WSMS Board of Trustees enthusiastically endorsed the project. Funding was made possible by the tremendous support of Annual Giving on the part of current and alumni families.

features include:

- Shelf space for 6,500 children's book titles (classrooms will have an additional, easily accessible assortment of about 100 books each)
- Open shelves to showcase new books or topics of particular interest
- Comfortable multipurpose seating for adults and children
- Carpeting for sound attenuation, beauty, and comfort
- A space for teachers to use for special projects with small groups of children
- Movable desks/cubbies for children's work (and for adult seating)
- A coffee station for that early-morning or late-day parent/caregiver energy boost
- And the crowning glory of the room: an appealing ceiling mural depicting beloved characters from children’s literature, created by two New York City graffiti artists who often use their talents to promote social change as well as to provide accessible art

Please drop by and browse the shelves while you enjoy your morning coffee!
The Cornerstone of Our Fund-Raising Effort

Every single gift to the Annual Fund makes a significant difference to our school. Each contribution helps us to sustain and enhance the exceptional level of education that we offer each child; to continue to attract and retain superb teachers through fair and competitive compensation and outstanding professional development opportunities; to offer financial aid to more than 20% of our students; and to achieve a balanced budget while maintaining and augmenting reserves to ensure the school’s long-term vitality. This year’s Annual Fund proceeds reached a new record of $320,677.

The Importance of 100% Participation

Community support is a key indicator of the strength of any school, and WSMS is strengthened immeasurably by the many tangible ways in which our community demonstrates its commitment to our mission. This year, faculty, staff, and trustees have reached the significant milestone of 100% participation for the third year in a row. We are most grateful for their unanimous show of support. Participation of enrolled families has grown substantially as well, reaching nearly 70%.

Achieving a high percentage of participation is essential to our continued success. It builds a strong culture of giving in which everyone shares in the satisfaction of supporting the whole, and it sends a powerful and positive message to prospective families and potential donors that our mission is compelling and worthy of support. Our sincere thanks to all for getting us closer to our goal of 100% participation.
We are continually awed by the amount of time, talent, and goodwill bestowed so freely by our parent community. This past year’s PA co-presidents, Faith Kewfi and Alison Schwartz, assembled and led an energetic, creative, and hardworking group of committee chairs and class representatives, whose names you see here. This list of volunteers constitutes only a small percentage of the countless parents who sold raffle tickets, lent a hand before and after school events, hosted class dinners, and so much more. Our heartfelt thanks to all of you.

Every year the Parents Association of West Side Montessori School invites all WSMS parents to jump in and get involved, and every year the response is amazing. Composed of the entire parent body, the PA consistently does an incredible job of carrying out multiple missions, all of which are vital to the life of our school:

- Raising funds for the school’s financial aid program by producing two annual fund-raising events, the Auction and the Spring Fair
- Serving as a voice for parents’ views on policy and program decisions at WSMS
- Building and maintaining a strong school community by promoting understanding and friendship among WSMS families through close communication and a wide array of school events
PA CO-PRESIDENTS
Faith Kewfi
Alison Schwartz

FAMILY FUN
Book Fair
Maura Duffy
Hilary Love

Bulb Planting
Kim Brooks
Dipa Chandra

End-of-School Picnic
Anooradha Iyer Siddiqi
Jean Teo

Grandparents & Special Visitors Day
Sarah Loewenstein
Amy Tarr

Pumpkin Picnic
Tina Bristol
Alex España

INFORMATION AND PUBLICATIONS
Bulletin Boards
Cristina Melendez

Independent School Panel
Davina Harris

School Photos
Donna Moran

Yearbook
Robert Davidson
Frances Morrison
Thao Nguyen

CLASS REPRESENTATIVES
Coordinator
Sarah Kimball

Garden
Kathleen Cantrell
Thao Nguyen

1W
Lisa Armstrong
Eleanor Blandy

2E
Leisa Lundy
Marc Thomas

2Wam
Jennifer Achilles
Barbette Havriliak

2Wpm
Maura Duffy
Andrea Haddock

3E
Henna Haque
Allison Winn Scotch

3Wam
Deirdre Flynn
Carmen Menocal

3Wpm
Michelle Babu
Monique Neal

4E
Diane Chouchane
Annette España

4W
Sarah Kimball
Amanda Oberg
How many times have we wished we could take our children's place at WSMS and be the ones to work with those great Montessori materials, climb the rope net in the gym, and chat with our friends and teachers over lunch? At this year’s 42nd Annual Auction, those wishes came true as parents got the chance to go “Back to School.” The ballroom at Rodeph Sholom was transformed into one big, festive classroom, complete with sandpaper alphabet letters and a grown-up spin on the Montessori approach: a cocktail “work” station! The ever entertaining Hugh Hildesley of Sotheby's did his usual masterful job of keeping guests laughing and bidding at the same time. Most of all, the Auction was a wonderful opportunity for WSMS parents and friends to get together and have a great time, all in support of the school's Financial Aid Fund.

With so many fantastic items offered in so many ways—the Live and Silent Auctions, the Raffle, and the Online Auction—the level of participation was terrific. In all, the Auction raised $149,367 for the Financial Aid Fund.

Co-Chairs Kristen Chae Arabadjiev and Melissa Hilfers pulled together a talented and hardworking team of subcommittee chairs, and with incredible energy and camaraderie they all executed every aspect of the event flawlessly: organizing, recruiting, setting up, taking down, and, last but not least, soliciting contributions from parents, faculty, friends, and an impressive array of businesses ranging from local stores to A-list restaurants. We encourage you to patronize our supporters as a way of thanking them for their generosity.

Our sincere thanks go to Kristen and Melissa, to the subcommittee chairs, and to everyone who donated their time, energy, financial resources, and so many wonderful auction items. Thanks to all those who so generously purchased Auction tickets for our teachers. A very special thank you to the WSMS faculty and to our children, who worked tirelessly to create the most coveted items of the evening: the classroom projects! Special thanks also to those on the faculty who donated their time and creativity to this year’s “teacher time” projects—Live Auction items featuring special activities for children to enjoy with the teachers. Thanks also to the school administration for all their help and support.
AUCTION CO-CHAIRS
Kristen Chae Arabadjiev
Melissa Hilfers

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David Stephan
Philippe Adler
Boris Arabadjiev
Dave Auster
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Registration
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Note: Bold indicates committee chair
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Beauty Plus Salon
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Brooklyn Bowl
Calle Ocho
Carousel of Languages
Chelsea Piers
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ElevenTwoEleven Design
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After the many months of preparation and hard work, the final days leading up to the annual Spring Fair are always fraught with anxiety over the weather. This year’s co-chairs, Sarah Loewenstein, Monique Neal, and Amy Tarr, needn’t have worried: Saturday, May 7, dawned sunny and breezy. You couldn’t have asked for a more beautiful day.

Children, parents, teachers, and neighbors flocked to 92nd Street for a fun-filled day of games, food, shopping, and entertainment. Kids had a blast shuttling between exciting new activities (such as mini golf and remote control cars) and favorite standbys (such as face painting, cupcake decorating, and the ever popular trolley and Moon Bounce). Adults found last-minute bargains at Second Hand Sue, the book sale, and the general store.

Kids and grown-ups alike loved the live music and the terrific food, from the burgers and hot dogs to the sumptuous international buffet to the always popular bake sale.

This year’s Spring Fair raised $12,794 for the WSMS Financial Aid Fund. Our heartfelt thanks go to Sarah, Monique, and Amy; to the dynamite team of subcommittee chairs they assembled, whose efforts made every aspect of the Fair run like clockwork; and to all who so generously donated their time, talent, and underwriting to help make this beloved annual WSMS family tradition such a huge success.
SPRING FAIR
CO-CHAIRS
Sarah Loewenstein
Monique Neal
Amy Tarr

SPRING FAIR
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Marty Haessler

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Bean Bag Toss
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Flyer/Poster
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Maze
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Moon Bounce
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[insert Spring Fair vendors here]

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Our rooftop playground has been enhanced with a family of colorful loose-play elements (Snug Play Systems) that children can use together or separately to create endless possibilities for active play and gross motor development. The materials combine soft and rigid surfaces and are impervious to rain and snow. “When we found these playground resources, we knew immediately that they were right for WSMS,” Head of School Mimi Basso explains. “We want children to make choices, to be flexible thinkers in the way they approach everything they do. These play elements inspire children to find collaborative play situations built on individual as well as group imagination. These photos tell a bit of the story.”

Very special thanks to the WSMS faculty, who provided the majority of photos used in this magazine, and to the WSMS administrative team—a multi-tasking, multi-talented, always collaborative group who has helped in ways too numerous to count.

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We have made every effort to be as accurate as possible in compiling our lists of donors and volunteers. If we have inadvertently omitted your name or made errors in spelling, please call the Advancement Office at 212-662-8000 or e-mail seson@wsmsnyc.org.
West Side Montessori School

Accreditations:

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