



End of the Year Report 2018-2019

COLUMBIA GREENHOUSE NURSERY SCHOOL

Our Belief Statement

We believe all children, families, faculty and staff deserve an open, safe and mutually respectful school community in which they are seen and valued as an important and equal member.

We believe the early childhood years are a unique stage of human development and should be protected and grounded in play, exploration and self-expression.

We believe all children are capable, competent and born ready and wired to learn.



Articulating Greenhouse's Belief Statement was one of my most profound experiences this year. As part of our re-accreditation with Middle States (a voluntary strategic planning process that enabled us to closely examine our current practices) we were asked to identify our guiding beliefs. Middle States defined this statement as the "**moral character**" of our school. This exercise moved way beyond education pedagogy or philosophy. Our belief statement became a declaration of the human values held by the people in our community. At Greenhouse, we believe all people deserve to bring their full unique selves and families into our school. In addition to seeing and honoring what makes each of us unique, we also recognize the things that make us the same. All of the children at Greenhouse are in their early childhood years; a time unlike any other in human development. It is our responsibility to protect and honor these early childhood years and ground them in play. Play (and protecting a young child's right to play!) is a deeply held, timeless belief found within Greenhouse's moral character. Finally, the belief that all children are born ready to learn is another human value in the Greenhouse community. Children do not have to get ready for Greenhouse; we will get ready for them! In the pages of this year's report, you will find the living examples of how these beliefs manifest themselves in the classroom and beyond. I am so deeply proud to be the educational leader of this community and I am filled with a renewed commitment to protect, nurture and support its moral character through another year.

Warmly,

Renee



Dear Greenhouse Community,

Greenhouse sets a high bar for itself and is continuously working to live up to our own expectations. This year we participated in a voluntary process to evaluate how well we met the expectations of our larger Early Childhood Education community. You won't be surprised to learn that our director and faculty didn't just complete the process but used the self-study to grow and enrich our program. And you won't be surprised to learn that the Middle States Accreditation Committee was extremely impressed by Greenhouse. Here are some quotes from their final report:

"This is clearly a school where early childhood education is valued and revered, to the benefit of children, their families, and professionals alike."

"As the head of school, Renee serves as both a visionary leader and a champion of best practices."

"I have never visited a nursery school with such an experienced teaching staff – the combined talent, and years of experience, in these two buildings is breathtaking."

"It's often said that in the very best early childhood programs, the children ARE the curriculum – and wow, your school provides so much evidence of that. The CHILDREN are the heart of this school."

This validation from outside visitors confirms what we know to be true and have experienced at Greenhouse. For 100 years, Greenhouse has worked to develop its craft of shepherding children through their early years. We began as part of the child development movement in the 1920s and have played an important role in redefining early childhood as a distinct and critical stage of life. As we celebrate this anniversary, let's celebrate the accomplishments of the entire early childhood community which has helped us to see children not as 'little adults' but as creative, moral, problem solvers with insatiable appetites for learning, no less than our greatest hope for repairing the world.

With gratitude and hope,

Sara Edlin, Chair of Greenhouse Board of Trustees





“It’s like a rainbow of us!”

—Greenhouse Student



The Lived Experience: “How do we uphold Greenhouse’s Belief Statement? ”

Mission statements or organizational declarations can easily become a simple collection of words on a piece of paper. While ultimately aspirational, the members of a community must be actively striving toward the mission in their day-to-day happenings. Recently, the faculty and staff spent some time thinking about and wondering, “How do we, the faculty and staff, uphold Greenhouse’s Belief Statement? How do we work toward our desired goals and hold the heart of our beliefs in the center of our thinking and work?” The following is a compilation of their reflections of how their work this year directly supports our belief statement:

We believe all children, families, faculty and staff deserve an open, safe and mutually respectful school community in which they are seen and valued as an important and equal member.

Relationships. With overwhelming uniformity, the faculty and staff identified their work of building authentic, respectful relationships with parents, children and each other as the foundation for everything else. Indeed the three accreditation validators that visited Greenhouse across multiple days this year found the same to be true. In their final evaluation report, the validators stated, “In every classroom, teachers modeled grace and courtesy in their interactions with children; this school sets the standard for building social-emotional competence through positive relationships.”

At Greenhouse, we know (and research supports) that young children thrive inside the context of relationships. Children learn best when they are being metaphorically held in warm, trusting relationships with adults and their peers. We support that by entering into a reciprocal exchange with children; some refer to it as ‘serve and return’ interactions. When they speak, we listen. When they need us, we are there. Our

teachers are doing the important work of building relationships with children when they share their mutual admiration of Batman or when they listen closely to the passionate story telling of a child’s recent vacation to the desert. Our teachers are doing the important work of building relationships with children when they bend down, make eye contact with a child, smile and softly say, “Good morning. We missed you yesterday when you weren’t here. We are so glad you are back.” Our teachers are doing the important work of building relationships with children when they say, “I know you want a turn. But I cannot let you take it from your friend. Let’s find a solution to this problem.” Quality indicators for early childhood programs used

“This school sets the standard for building social-emotional competence through positive relationships.”



-the Visiting Team for Accreditation by the Middle States Association

to simply address group size or teacher-child ratio. Now, it is understood that the quality of relationship and interaction between the teacher and child is also a vital indicator. Our teachers strive to bring this same authentic connection and relationships with Greenhouse parents. A cornerstone of any good relationship is communication. We are always looking for ways to meaningfully communicate with parents. From daily connections at drop-off and pick-up, conference reports, parent-teacher conferences, and blogs, our teachers strive to build two-way communication with parents. We hold events like the Welcome Back meeting in September or Curriculum Night, as intentional opportunities for parents and teachers to gather and share insights about our work. Social events, like the Benefit or school picnics, provide a different opportunity for faculty and staff to connect and build relationships. In addition to building a trusting relationship with parents, we welcome and encourage families to share their individual stories with the class.

We work to build a strong bridge between a child’s **home and school** life. We want every child to bring their entire family to





school with them: family photos and artifacts are in our classrooms; we read books that depict varied family compositions; we draw family portraits. For many of our children, Greenhouse is their first step outside of home and into this place called school. It is vital that a child feels like these two places are securely connected. One way to do that is to invite a child's important grown-ups into the class. In just one classroom this year we had parents read books in their home languages, share their family holiday traditions, lead a yoga class, play musical instruments, cook a family favorite food item, share tools of their own professional career and more! In another class, during a family visit, a parent shared a book about Ramadan with their child's class. In the discussion that followed, the teachers noted the child's marked confidence and poise in the discussion; it was very evident how meaningful it was to him to share with his school friends the details of his very personal, concrete familial experience of going to mosque. These moments—where a child's important grown-ups are present in the classroom and are sharing stories of their home life—benefit all children; in these moments' children get to see that their family is valued, welcomed, and visible inside the school. They also get to see that people choose different ways to be a family and that those families choose to live, celebrate and love in ways that may be similar to their own or may be different than their own. Either way, all are seen, valid and welcomed at school.

If relationships are the foundation of this work, **diversity, equity and inclusion** are at its heart. We have deep faith in the belief that all people in our community deserve to be equally valued and strive to demonstrate that every day. However, beyond our individual intentions is a larger society that has been constructed with advantages for some and disadvantages for others. We know in the broader world, some experiences are centered and normalized; others are invisible or seen out-



side of that normalized experience. We know that we have to work doubly hard to combat the messages of who is seen and valued and who is invisible in our society. We want all of our children to see themselves and their family—and families that are different from themselves—as important, vital members of this community. One way we do this is to create space for our children to talk to us about their emerging understandings of themselves and their peers; we want them to know we are their partners in helping them understand how identity impacts each of us. This can look many different ways in our early childhood classroom. We may plan intentional activities where we talk about skin tones or we may name race in the context of daily interactions. One class spent time mixing paint to try to make a paint color that matched their own skin color. Conversations were had about “honey brown” skin and “peachy pink” skin. As a

final step, the children each painted a small square “paint chip” of the unique color they created; the paint chips hung side-by-side creating a striking visual of the variety of the actual skin tones in the class. One child noted, “It’s a like a rainbow of us!” In another class that was



exploring skin and skin color, a question was asked, “Where does our skin color come from?” One child responded with, “From our parents.” What might seem like a simple question about ancestors or biology, becomes less simple when you think about creating space for every person and family to see themselves in this conversation. Our teacher responded, that for some people, that is true. She added, “A baby is made from the cells of two people; those cells mix together and make a baby’s skin tone. For some people that is their parents. For others it might be different people.” This simple sentence leaves space for children who have a birth story that is different than the normative birth story. In one sentence, we’ve allowed children and families that might be made through adoption or assisted reproductive technology to be a valued, seen and equal part of the conversation – not othered or invisible. Creating space for activities, dialog and intentional thinking about including all stories into the conversation is one way our teachers work to make sure all children and families feel seen and valued at Greenhouse.

The Lived Experience: “How do we uphold Greenhouse’s Belief Statement? ”



The early childhood years are a unique stage of human development and should be protected and grounded in play, exploration and self-expression.

The research is in. It is quite conclusive. Play is essential to the social, emotional, cognitive, and physical well-being of young children. From our very beginning (100 years ago!), Greenhouse has committed to protecting a young child’s basic right to play, explore and discover the world around them. Moreover, we understand how and what children learn about themselves, others and the world through their play. When asked how this manifest itself in the classroom, one teacher exclaimed, “How do you describe the air that you breathe? This is everything we do.” From the set-up of the environment, to intentional planning of activities, to choosing individual materials, our teachers work to support young children’s innate desire to play. While the teachers may choose the materials, the kids make the materials come to life. As a 2s teacher observed, “We are called the Explorers for a reason!” Children explore the properties of materials and they always find new, creative ways to use tried-and-true materials. Whether they are dropping materials through the shelf to create slot play or feeding babies in the pretend play area, children will enact their ideas and plans on the materials to become active participants. Both the materials themselves and how they are presented are designed to scream an invitation to children, “Come and play!” We want materials that present multiple ways to use them; these loose parts create opportunity for flexible thinking. Materials themselves can provide emotional outlets for children. In one class, the teachers spoke of a student that began their day by choosing to paint at the easel. They observed the child finding solace in the work of easel painting; the material and activity helped the child ease into the daily routine. As the year progressed and the child’s comfort grew, they were able to start their day by making other choices (but would usually find time to paint each day). But it takes observant, thoughtful and trusting teachers to know how to support a children as they find their own path.

We also recognize the power of children’s pretend or fantasy play. Pretend play includes everything from the symbolic play of a 2 year old to deep, socio-dramatic play of preschoolers. There are volumes of research findings that support the learning opportunities inherent in pretend play. While pretending, children get to exert control, like trying on the role of a doctor. They regulate their behaviors, stretch their creativity, and use complex language like femur and technician and x-ray. When

children pretend they inhibit their impulses, improve their working memory and build their cognitive flexibility. Because socio-dramatic play is so inherently reliant on interaction between people, it provides the ideal place for children to practice navigating complex social interactions and assert their growing independence. It takes confidence to take on the life of a baby bird and declare, "I don't like worms. I eat fruit!" Dramatic play also provides a safe space to answer emotional questions like, "What happens when the Momma bird comes back and the nest is gone!"

Teachers also use play to help teach content. One class shared their children's journey with storytelling this year. In the beginning of the year, the teachers set out to do story writing with the group. They tried different techniques like group storytelling and story prompts but the stories were short and lacked the depth that the teachers knew the children were capable of. So the teachers added some materials—*specifically the most magical material known across early childhood*—blocks! Once they moved storytelling into the block corner, the stories that the children told, as they were moving and building with the blocks, took on a whole new life. The stories had characters, settings and plots (with twists and turns)! The children were excited to not only tell their stories but they wanted to act them out for audiences. The teachers took note of how the children's ability to use words to express their ideas and stories grew across time directly with their play. Their ability to share and develop their ideas with a small group of peers also grew with their play. Their confidence and competency grew with their play. The teachers created opportunities for the children to connect their block play with drawing and writing, so it, too, grew with their play. Some schools think learning and playing are in opposition. Not so here at Greenhouse. We know that play is never the opposite of learn. Indeed, quite the contrary; we know to play is to learn. Play is like the air we breathe.



The Lived Experience: “How do we uphold Greenhouse’s Belief Statement? ”

All children are capable, competent and born ready and wired to learn.

Loris Malaguzzi, founder of the Reggio Emilia Approach, is quoted as saying,

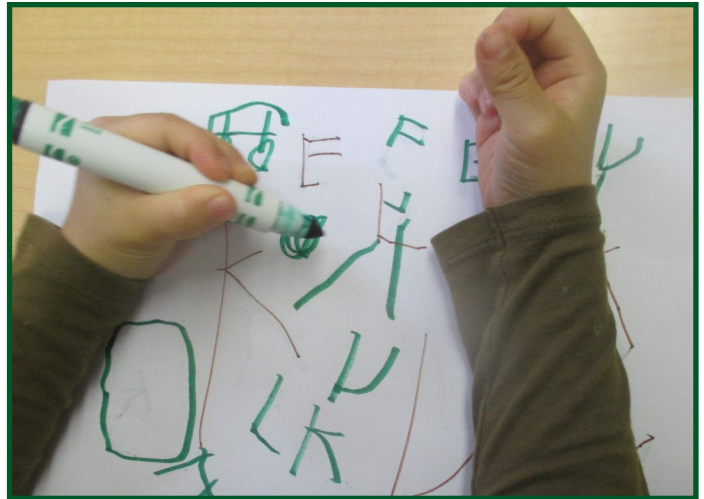
“There are hundreds of different images of the child. Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child. This theory within you pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child. It is very difficult for you to act contrary to this internal image.”

Each one of us has an image of our child. If you imagine your child as helpless, needing protection, that pushes you to behave in a certain way. If you imagine your child as an empty vessel or blank slate, that guides how you interact with your child. If you imagine your child lacking, wanting or deficient, that informs your expectations and responses. Now, consider you imagine your child as capable, competent and ready. Powerful, resourceful and filled with agency. Curious, growing, and developing. And how that image inside of our heads changes the way we interact!

At Greenhouse, we know that our imagine of the child is where teaching begins. We recognize and honor each child’s innate strength and abilities and structure our program and expectations around that imagine. Our teachers design their schedule, environment and curriculum to build onto your child’s sense of confidence, competency and autonomy. Simple expectations like pouring your own water at snack or doing the ‘flip-trick’ to put on your own coat are ways our teachers build your child’s sense of competency. Encouraging children to use their voice and words to say, “Stop that! I don’t like it when you push me,” builds a child’s sense of confidence to assert their own boundaries within social relationships. Allowing children to use real tools, like blenders, hammers and scissors, builds their feeling of agency and ability. We approach our work with this fundamental understanding that children can and will and do! In ad-

dition, we respect that this process will look differently for all children.

Learning and development is very complex; it does not happen in a straight line nor does it happen at a fixed rate. Individual people learn, grow and exist as individuals in any given moment. The same is true for young children. Some children find it easy to talk about what they think and know; other children find it easier to use materials to show us what they think and know. Some children move their body in controlled and planful ways; other children move their body in fast and spontaneous ways. Some children are cautious and hesitant in their approach to peers; other children are eager and open to connect to peers. There is not one “right way” for a child to be or develop at Greenhouse. Our teacher’s job is to find out exactly who each one of the children are in their class. Then help them to grow and learn, as individuals. What that growth will look like might be different for everyone. Many teachers identified watching this individual growth across the span of a year



to be their greatest joy. As one teaching team explained, “we began the year with a specific child that avoided doing paper and pencil work, at all costs! With encouragement, scaffolding, practice and the right blend of expectation, we ended the year with that same child spending an extended amount of time on their written work. And being so very proud of their own growth and efforts.” Another teacher explained the individual skills and growth that are seen during one specific activity, like journaling. While each child is expected to write in their journal at least once a week, that means different things for different children. Some children may be drawing and labeling pictures, other children may be dictating stories, and others still may be doing some inventive spelling on their own. This span



of skills is completely appropriate for an early childhood classroom. We do not, nor can we, expect all three-year olds to be performing at the same rate or time. That is just not how early childhood works at Greenhouse. At the core of this belief is that all children—including those with and without special needs—can learn inside our classrooms.

All young children benefit from living and growing together. When we normalize differences, including delays in communication skills, behavior challenges, limited focus or impulse control, we build our young children's awareness of the abilities

experience and development, that same child could end the year using full sentences to express themselves. This growth and achievement is important for all children to see and experience. We work to create an atmosphere where children are able to accept and understand the differences among themselves as inherent in life, instead of an atmosphere where those differences are used as a way to separate us. Ultimately, creating classrooms where all children belong and are seen as capable and competent is what makes Greenhouse more than a collection of mere groups of kids and moves us into a space where we are a genuine community that cares deeply for each other.



and needs of others. All children can develop a positive image of themselves and a healthy attitude about the ability differences they see amongst their peers. For example, a child in the class may have difficulty settling their body for circle time. The teachers may give that child a chair to help them be successful at meeting. Another child might have difficulty getting through the transition from clean up to lunch. The teachers may make that child a picture schedule of the exact tasks that they need to complete in order to move through the transition successfully. If the other children ask about the chair at meeting or the picture cards, the teacher may simply say, "Every body needs different things. Today your friend needs the chair to help them at meeting. Your body can sit on the rug." Framing this difference as a normal part of classroom living creates the opportunity for both children to be a successful, respected member of the class. Additionally, all children can see that their peers can achieve and learn, despite challenges. Time and development are powerful forces in the early childhood years. With coordinated supports, including collaborative relationships between parents, teachers and specialists, children with developmental differences can make huge strides in our classrooms. A child may begin the year unable to use words to express their needs, ideas and emotions, but through coordinated support both inside the classroom and out, in addition to



Faculty List 2018-2019

2Day 2s	Rachel Roth, Head Teacher
3Day 2s	Kira Rutherford-Boese,
Explorers	Assistant Teacher Nina Basescu, Assistant Teacher
Navigators	Angela Coulibaly, Head Teacher Indiana Bervis, Assistant Teacher
Adventurers	Pam Butler, Head Teacher Erica Cintron, Assistant Teacher Sarah Uhrman, Intern
Researchers	Paula Doerfel, Head Teacher Tolisa Orr-Chambliss, Assistant Teacher Stephanie Condori, Intern
Investigators	David Vining, Head Teacher Heather Guerrier, Assistant Teacher Nexhi Avoricani, Assistant Teacher
Administrative Staff	Renee Mease, Director Vera Elumn, Administrator Mei Au Yeong, Admin Assistant
Support Staff	Kira Rutherford-Boese, Music

The Parents Are Alright

By Nancy Ramsey (Parent of Caleb, Investigators)

After asking your child no fewer than eight times to put his socks and shoes on so you could get out the door, you lost your temper. Last night, you broke your screen-time rules and allowed your three-year-old to watch 20 minutes of video after 7:00 p.m. so you could get the baby to bed. This past weekend, your four-year-old had a meltdown on the subway platform, with scores of commuters watching, and you were sure one of them was going to call child protection services.

Relax. Your secret was safe in the parents' group. And there was always another parent that had had a very similar experience or committed the same parenting *Don't*.

If there was a theme of this past year's parenting group—which met once a week on Wednesday morning, was fueled by coffee and breakfast, and led by our director, Renee Mease—it was, Parenting is hard.

Before each session, Renee would send out an article or blog she thought would trigger a lively discussion on a universal parenting challenge. This spring's topics included the difference between threats and consequences (note to self: reread this one); supporting your child's emotional life by helping them identify and regulate feelings (second note to self); screen-time (hide head in sand here); the difference between a tantrum and a meltdown, and how to handle them (tattoo suggestions on arm here for easy reference in public places).

On Wednesday morning, it was *safe* to explore and share all of this. We'd talk about it, with Renee offering insights like - When you lose your temper, it means you've let a situation or behavior go on too long. Connect before your correct. Screen time is O.K. in moderation—you *do* need to take a shower and get the baby to sleep—but avoid the quick hits on YouTube, designed to make a brain release dopamine. Instead watch *Daniel Tiger* or download the app Bugs and Buttons, a fun app that requires thinking and interaction (not just passive consuming of technology).

If there was an actual *Don't* in the group, it was don't pass judgment.

As one group participant noted, the "non-judgmental, accepting environment" allowed for self-reflection. They continued, "I really appreciated the opportunity to realize I was not alone in being a loving, well-intentioned, but very imperfect parent. The [parent group] experience helped me understand that being a good parent and a perfect parent are not the same thing—and the latter isn't possible anyway!" Another participant shared that they learned valuable tools, "ways to stay calm, when my knee-jerk reaction might have been to yell."

Rather than yell, choose to listen, reflect back and keep moving—"you are telling me you do not want to go to school. I hear you saying that you do not want to go,"—all the while, lovingly and warmly, helping them put on their shoes. See and validate the child's point of view, all the while, hold the boundary and expectation with love.

For another parent, the group was "a wonderful reminder that we're all in it together, and that we're all doing our best—no matter the inevitable meltdowns, the low moments. In addition to the tangible resources (articles, websites), all of which I found to be helpful, the biggest benefit to me has been the support from Renee and the other parents." Another parent summed it all up, "The overall sense of community—being in this wild ride of parenthood together was so important. Regardless of the challenge, Renee and the group in general always left me feeling like I'm actually doing just fine after all."

You are. We all are. We may not think it as we are getting those shoes on each morning, but we really are.



Parent Association: A Look Back

Dear Greenhouse Parents,

Another wonderful year at Greenhouse has come to a close! As your Parent Association Chairs, we are filled with gratitude as we think about this year and the amazing community at Greenhouse. As Greenhouse parents, we are so fortunate to have our children learn and grow with such creative, thoughtful, skilled and inspiring teachers. We have also greatly appreciated the warm welcome from the caring staff who greet our children at the start of every school day and our incredible director, Renee, who makes our Greenhouse Community what it is – inclusive, warm, and, inspiring.

At Greenhouse, we share a similar view of what early childhood should look like, and thanks to this shared vision, we have been able to form deep and lasting connections among our children, faculty, each other and our caregivers. Each year, the PA looks for new ways to nurture these connections through community activities and events.

This year the PA held a **Parent Coffee Hour** and also the very popular **Caregivers Coffee Hour**. Our Parents and Caregivers enjoyed sharing stories and laughs over coffee and treats in the small yard. The **Apple Day Bake Sale and PA Book Fair**, also took place early in the school year. Later in the year, our **Benefit and Spring Fair** also brought the community together. These events, serve to raise funds (or books) and forge further personal connections. They are also lots of fun for our community and the neighborhood. The PA would like to send a huge thank you to all of the amazing staff and parent volunteers who organized, prepared food, donated goods, and worked at these events.

In January we sponsored an evening workshop with **Dr. Laura Markam of Aha Parenting**. Dr. Markam shared strategies for getting kids to cooperate without yelling, bribes, threats or punishments. The session was widely attended and parents remarked about using the strategies immediately in their daily lives.

Lastly, we must highlight our fabulous Class Representatives who were instrumental in keeping families informed about upcoming events and volunteer opportunities, arranging play-dates and excursions, facilitating the donation of goods and gifts, and welcoming new families to Greenhouse. With each year that passes there comes bittersweet goodbyes. This year we bid farewell to a few outstanding Class Reps: Jaime Holland and Lauren Gerber Lee. Two of our co-chairs, Lydia Barker and Susannah Gold, are also moving on to their next adventures. Thank you to each one of you for your efforts across the years.

The PA wishes a bright and happy future to all Greenhouse families,

Lydia Barker, Susannah Gold & Lauren Weigel



Our deepest appreciation and gratitude to the many parent volunteers who took on leadership roles in this year's activities. Your willingness to serve reflects the generosity, spirit and commitment of the Greenhouse community.

PA LEADERSHIP

Lydia Barker, Co-Chair
Lauren Weigel, Co-Chair
Susannah Gold, Co-Chair
Jamie and Jonathan Holland, Class Rep
CC and Julian Clauss-Ehlers, Class Rep
Stefanie Sugar, Class Rep
Sandra and Andrew Merrill, Class Rep
Jennifer and Steve Ferguson, Class Rep
Lauren and William Gerber Lee, Class Rep

Spring Fair Committee

Whitney Frick and Andrew Bernstein, Co-Chair
Jane White, Co-Chair
Christina Weyl, Food Co-Chair
Marissa Zalk, Food Co-Chair
Monica and Abe Shaw, Rummage Co-Chair
Jessica Grant and John Healy, Rummage

Co-Chair

Seulgey and Ed Suh, Games Co-Chair
Nick and Noelia Zork, Games Co-Chair
Alastair McKibbin, Set-up/Clean-up Chair
Flori and Josh Pressman, Central Booth Chair

Auction Committee

Vera Elumn, Greenhouse Coordinator
Hilel Pohulanik and Maria Paula Carvajal
Colleen and Gene Campbell
Joanna Geneve and David Third
Chelsea and Damien Bassman
Abby Freireich and Mark Weinsier
June Kamiyama
Anna Sookyoung Cho and Jaehan Ko
Aura Taylor and Rahul Pande
Zeynep and Thomas Schoenwaelder
Anissa Ghadab and Zoubair Esseghaier
Liza King and Romulo Baltazar

Caren Lee Caplan and Jeremy Caplan
Jessica Grant and John Healy
Rob Bauer and Jennie Sparadara
Jeff Kearney and Kathleen Brennan
Margo and Michael Fleming
Nancy Ramsey and Steve Brand

Apple Day Bake Sale

Maria Gerlich and Marybeth Benivegna
Katherine and John Cooper
Jo Christine Miles

Have Tools Will Travel

Jared Fox
Thai Jones and Logan McBride
Robert Carlson
Joe Fisher

THE VIBRANT AND GENEROUS GREENHOUSE COMMUNITY

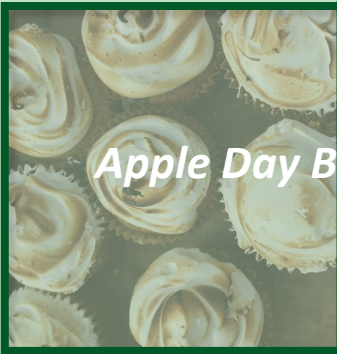


The Spring Fair never disappoints. From the bouncy castles to fishing pond, the street was filled with sounds of joyful giggles and fun! Center Stage was home to a magic show and a thrilling drum circle. From the food table to the rummage table, from the photo booth to the ticket booth, kids and adults alike were participating in the fun!



Deep gratitude for the communities generosity, good spirits, enthusiastic participation and kindness at the Annual Winter Benefit. The evening was both a great fundraiser and great fun! We also had a special celebration of Vera Elumn in honor of her retirement from Greenhouse.





Apple Day Bake Sale



"Getting Acquainted" Reception



Parent and Caregiver Coffee Hours



Greenhouse parents are a vital and active group! We strive for a strong sense of community among the classrooms and throughout the entire school.



School wide picnics in the park

2018-2019 Annual Fund Contributors

The generosity of Greenhouse parents, alumni families, and friends allows us to continue to provide exceptional programs and quality experiences for our children. Their contributions to Greenhouse serve as the catalyst for change and growth, which enables us to continue to refine and enhance the experience that is Greenhouse. Contributions throughout the year to our Annual Fund are the cornerstone of giving to Greenhouse and support the ongoing operational expenses of the school. *Columbia Greenhouse Nursery School thanks and acknowledges the generous contributions of the following individuals and companies:*

Orren Alperstein
Anonymous
Adey Fisseha and Amanuel Kiros
George Van Amson
Vicki and Gary Aspenberg
Joakim Aspergren and Ebru Gencer Aspergren
A. Ausubel
The King Baltazar Family
Nicole Gordon and Roger Bernstein
Tfeila and Giulio Bertozzi
Ghazal Badiozamani & Ilya Beylin*
Nancy Ramsey and Steve Brand
Caren and Jeremy Caplan
Monica, Jeff, Danielle & Frances Cohen
The Clauss-Ehlers Family
The Collins Family
John and Katie Cooper
Elizabeth Cooper
Jeannette Corey
Melanie Baker and Vincent Della-Rocca
Sara Edlin
Jennifer and Steve Ferguson
Ellie Grossman & Ray Fisman
The Fox Family
Joanna Geneve & David Third
Maria Gerlich and Marybeth Beniveгна
Susannah Gold
Toby Golick
Wanda M. Holland Greene
Lydia Barker & Chris Gruszczyński
Lynn Mandel and Parnell Hall

Lorraine Harner
Kristine and Michael Johannes
Hannah Johnston & Andrew Johnston
Carl Kaplan and Pam Mendels*
Shikha and Amit Khandelwal
Elga and James Killinger
The Kim Family
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Mignon Moore and Elaine Harley
Sarah and Paul Muscat
Susan Dubin & Stephen & Charlotte Nahley
Stephen Saxl and Alice Naude
Catherine Salisbury and George Nunn
Katherine Randall and Stephen Pred
The Pressman Family
Mary Lu Ramsey
Christina and Daniel Richman
Barbara Robey
David Rogers and Theresa Rogers
Rachel Roth
Julia and John Rudolph
Jenny Weil & John Samuels
Jane Spinak and Warren Scharf
Stuart Slavin and Hannah Bayer
Lauren Kogod and David Smiley
Kara and Robert Smit

Sabrena Silver and Abe Stein

The Suhs

Theresa Swink

Alexander Totok and Svetlana Orekhova*

Charles and Dolly Williams

Tom and Donna Woehrle

Marissa and Cody Zalk

Marvin and Marilyn Eckerle

Matching Grants *denotes matching gift

The Wallace Foundation

Google Inc.

The Elsevier Foundation

In Memory of Donna Woehrle:

Lynn Mandel and Parnell Hall

Sara Edlin

Thomas Woehrle

Rita Friedman

Marvin and Marilyn Eckerle



Donna Woehrle, Director

Columbia Greenhouse
Nursery School
1990-1995