



C O L U M B I A GREENHOUSE NURSERY SCHOOL

100 YEARS 1919 - 2019

Global Pandemic. Political unrest in U.S. cities. Brutal anti-black attacks on Black Americans throughout the country.

While it might sound eerily familiar, it actually describes the state of the U.S. in 1919. In the shadows of a deadly third wave of the influenza pandemic, amidst radical political chaos (including multiple bombings in our city), and far-reaching deadly racist strikes across the country, later coined the “Red Summer”— Marion M. Crampton (Tully) and Kate Butler (La Montagne) joined forces to create a playgroup for young children, that would eventually be housed inside a greenhouse on the grounds of Columbia University. I imagine the unrest and upheaval in the city and country was significant and transformative; I also imagine the Greenhouse became an oasis for children and families to gather, connect and recharge.

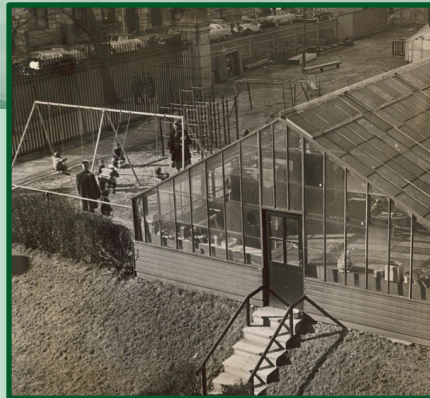


It is difficult to miss the parallels between Greenhouse’s beginning in 1919 and today, at the close of our Centennial school year. 100 years later the similarities and comparisons of the state of our country seem stark and profound. This year, we’ve collectively experienced the coronavirus pandemic as it shut down life as we knew it in New York City for months. We’ve witnessed, yet again, how systemic racism pervades our society and perpetuates the horrifying killing of Black Americans. Our city streets and beyond, have filled with protestors and activists, at times, clashing with law enforcement and federal forces. And still, Greenhouse stands as a haven for children and families.

The “greenhouse” imagery – the idea of constructing a physical place that’s sole purpose is to nurture growth and development, at times, even providing protection from the outside elements -- has never been clearer or more meaningful to me. Inside a greenhouse one plants a seed, nurtures it, encourages it to bloom and grow at its natural rate, all while providing a watchful, loving hand, regardless of the conditions outside the door of the greenhouse. How this image relates to Greenhouse’s commitment to young children in their earliest years of life in the context of the larger world both in 1919 and today fills me with renewed determination, purpose and resolve. Our Greenhouse remains strong and steady. Through the fear, chaos and uncertainty that lies outside the Greenhouse door, we hold our resolve to protect the early childhood years and cultivate the just-right conditions for joyful growth and discovery. We nurture each individual child so that they can grow and develop at their own rate. We provide the right mix of light and love. It is with hope and steadfastness that we stand firm in our greenhouse and turn our eyes to the future.

Renee

End of the Year Report 2019—2020



Dear Greenhouse Community,

When we think back on the 2019/2020 school year, it's tempting to let memories of the pandemic eclipse the rest of the year. I encourage you to resist that urge. Instead, look for the moments throughout the year when life at Greenhouse was all about developing warm and trusting relationships, cultivating wonder and joy in the classroom and most important of all building a strong community. One highlight that captures all of that – our warmth, joy, and community – was experienced in February when we gathered to celebrate our 100th year anniversary at our Annual Gala. The evening was a moving tribute to Greenhouse's legacy and underlined the amazing community we have built through the years. We tapped into the strength of that community as we moved into the spring.

As the global crisis unfolded, the Board of Trustees' focus was on maintaining the school's stability. Experts are predicting an unprecedented early education and child care crisis in the country, as programs fight their way through the unique challenges ahead. Some say over 50% of early childhood programs in the country will not be in opera-

tion by the end of the year. We remain committed to safe-guarding Greenhouse's future and its long-term viability. We have prepared for crisis by building a reserve fund that allows us to, in part, shore up the budgetary deficits resulting from the pandemic. We also recognize and are eternally grateful to our faculty, administrators and families for their ongoing support of the school and their collective commitment to keeping Greenhouse whole and secure. Because of this joint show of support, despite the significant drop in enrollment due to reduced class sizes, we are thrilled to be able to keep Greenhouse's teaching team fully intact and we remain well-poised for the start of another school year.

Let us all continue to tap into the strength of our community as we move towards our reopening. We know everyone is hungry for the connection of being together in the classroom. We commit to do our very best to keep the health and safety of our community our highest priority while providing opportunities for community connection.

Warmly,

Sara Edlin, Chair of Greenhouse Board of Trustees





Ways to learn, time to laugh, opportunity to be together

You've heard me say some of these things over and over again -- at Greenhouse,

We believe in the power of play.

We see children as capable, competent, active agents in their own learning.

Learning happens during the active interaction between people, ideas and materials.

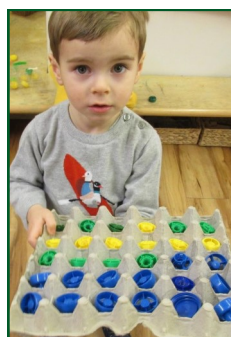
Our teachers are facilitators of learning.

This year these statements were truly put to the test.

While the structure and lived experience of our school year was like no other, the collaborative dance between children, teachers, materials and ideas continued to be the catalyst for many different explorations and inquiries throughout each class this year. The beginning of the year found our Explorers classrooms exploring color, light and shadows. They explored the open possibilities found within loose parts, including using those parts to make faces.



In the Navigators and Adventurers classrooms, they explored scientific concepts like simple machines, plants, animals, and light. The Researchers explored big ideas like night time, the moon and space. The Investigators studied topics like grouping by 10s, mapping and observing and documenting the changes of one specific tree on their regular walks in the park.

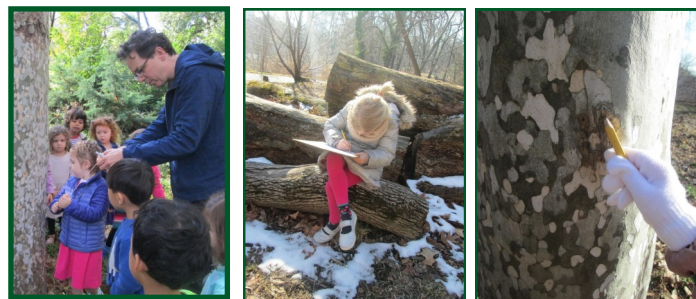
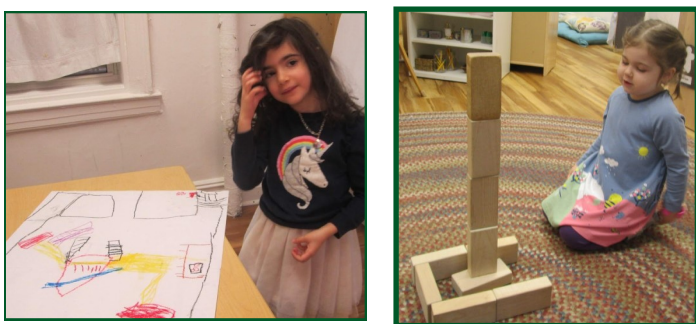




ers no matter where they are! There were natural connections between our playful work in school and our play at home. Colors, for example, are everywhere! Loose parts are everywhere, too -- even in the bathroom!



While in school we may build a boat of recycled materials, now we leveraged the children's home environment and materials to make their own vehicle out of recycled materials. We built our own rocket ships at home. And we discovered that no matter where you are there is always a tree waiting to be your friend.



When COVID-19 hit the city and we were forced to move from in-person school to a remote learning model, I can easily admit that the faculty and I paused and wondered, 'can this be done?'. We moved forward with thought, care and intention. We centered "connections" as the focus and objective of all of our thinking. We also wanted to provide opportunity for children to continue thinking and engaging with the big ideas we were working on in school. We wanted to use this content to connect children's internal world of their home self and their school self.

We let our guiding principles and our deep commitment to play-based learning guide us in the right direction. Each week we tweaked and changed something. Sometimes we got right. Sometimes we left behind. The virtual experience resonated differently for individual children and families.

But in the end, the one thing that was reinforced across the board is that our kids are capable, competent learn-

Whether we were in the classroom or on Zoom, there were warm, authentic interactions and learning facilitated by teachers. It certainly wasn't the school year that we had envisioned. Honestly, it was challenging in unique ways for all of us. There are parts that I wish were different. There are parts that I am very proud of. Ultimately, I'm grateful that through it all we found ways to learn, time to laugh and opportunity to be together.



Greenhouse Cultivates A Sense of Place in Early Childhood

In winter of 2019, I was asked to write an article for the Parent's League. I choose to write about how Greenhouse intentionally designs a classroom environment to foster a "sense of place" for our students. Little did I know, at the time, what the spring had in store! As we began editing the article in early spring, we were experiencing not only a forced separation from our classrooms but also social isolation in our homes. The article and this idea of 'sense of place' became an even more stark reminder of how important the classroom environment is to the full Greenhouse experience. The article will appear in 2021 Parents League Review.

Renee

Growing up on a farm shaped my early years. My childhood memories of playing hide-and-seek in the hayloft of our barn, catching minnows in the small, muddy creek that ran through our back yard or riding on the tractor alongside my father are vivid and evocative. In an instant, I can close my eyes and be right back in those places. This "sense of place" holds a very strong emotional element that is tied not just to the geography of a place (in this instance, our farm) but more to the experiences found within that specific place, including the opportunity for connection, wonder and self-direction. In addition, I was able to explore, manage my own risks, do meaningful work, interact with the natural world and feel deep, unfettered joy.

This sense of place lives so deeply in my mind that, during my very first overnight trip to New York City as a young teen, I dreamt about standing all alone in a vast cornfield, feeling peaceful, safe and happy. The hustle and bustle of the city was so different from my daily life and left such an impression on my young self that I escaped back to that sense of place in my dreams.

Today, I carry my own sense of place with me into my work as the leader of an early childhood program. With young children spending more and more time in organized, group, indoor education and care programs, what are the experiences and environments that are shaping their lives? How can we reinterpret and design our classroom environment to foster a sense of place for children that is magical, rich and joyful?

The Classroom's Physical Space

Physical surroundings are the very foundation of a sense of place. Young children may spend the majority of their waking hours inside environments designed by early childhood educators. Imagine a young child's classroom with harsh overhead lighting, cold vinyl flooring and uninteresting, cluttered materials. Where is the provocative invitation for wonder, the serendipitous opportunity for meaningful work or to form a joyful memory?

From the lighting to the flooring, the features of the physical facility help to create an environment that fosters warmth, invites exploration and supports a sense of self. Simple decisions like alternative, soft lighting sources or neutral paint colors for the classroom walls have significant impact on the sense of place. Neutral wall coverings create a large, unfinished canvas waiting to be filled with ma-



terials, children and their finished work. The classroom's "color" is most vibrant when the space is filled with the children, engaged in their everyday chatter and activity.

The furniture in the classroom also works to create a sense of space. Wooden chairs and shelves set a different tone than brightly colored plastic furniture. Floors covered with soft pillows and walls lined with black-and-white photos of families create a warm, inviting and homelike space.

Early childhood classrooms are often filled with loud primary colors, their walls covered from floor to ceiling with paper and words and their shelves filled with plastic, commercially designed toys. But, teachers: resist purchasing all the classroom furniture from school supply catalogs. Transform your thinking about the classroom environment to include elements of design, comfort and beauty. Add home furnishings, like soft furniture, different textured pillows, varied shelving and storage units. Making intentional design choices about the physical space of a classroom creates opportunities for children to experience and connect with an environment that is inviting, interesting and multi-layered. It provides children their own sense of place.

Materials Matter

Because children's sense of touch is an important conduit for their construction of knowledge, the materials we put in their hands and in their environment matter. Not only do the materials we intentionally put into the classroom inform a child's sense of self, but they also clearly communicate our values. Do we value information and the right answer or do we value ideas and investigations?

When children are encouraged to interact with and transform interesting materials in a classroom that is full of them, we communicate that we value their agency, thinking and intellectual pursuits. Teachers who look beyond the school supply catalog and instead identify a wide variety of materials that invite discovery, exploration and open-ended possibilities are supporting



children's sense of themselves as autonomous learners. Look for unusual items in nonstandard places: flea markets, thrift stores, hardware stores, design samples—even the clearance section of Home Goods. Find materials that have a variety of textures and purposes: a collection of different kinds of napkin rings, interesting coasters or an assortment of colored cable ties.

Look to the natural world for inspiration: pinecones, lobster

claws, tree cookies. Display items that naturally break down throughout the classroom (a sliced apple on a wooden cutting board in the science area, a bowl of ice cubes in the water table, cut flowers in a beautiful vase); wait for a child to observe and note the changes that occur. Also include other natural items that age well and change slowly, like a beautiful piece of driftwood, a collection of river rocks or glass gems, or wooden stumps. Replace plastic toys with materials from the real world: stainless steel plates and cups in the dramatic play area, plumbing pipes or packing tubes in the block area, and collections of old keys or nuts and bolts in the manipulative area.

Use recycled materials: tile samples, plastic lids in various sizes and colors, bread bag clips, and old compact discs. Present them



as an invitation to transform them. Interesting placemats or trays, along with beautiful wooden bowls and baskets, introduce a variety of shapes and textures. Display and offer these items with care in provocative combinations. Sand, stainless steel scoops and a collection of small bottles presented in a mirrored tray provide the perfect opportunity to explore many different properties, including volume, measuring and reflection.

Grouping objects like tree cookies, fabric swatches and small ceramic tiles together invites children to make their own compositions—experimenting with balance, symmetry and design and playing with ideas like quantity, shapes and sorting. Use materials and the display of the materials to create a sense of place where children can capitalize on their instinctual desire to explore and discover the countless possibilities to observe, make connections, and transform objects with their ideas and actions.

Bring the Outside In

Reveal and leverage the magic found in nature. A sense of place comes from experiences in the natural world and the meaning found within those experiences. Young children are born full of wonder and wired to take in information about their world; they evince the basic human need to interact with nature. Imagine a young infant mesmerized by the dust particles visible in a ray of sunlight or a young child joyfully splashing in a puddle. These are universal experiences; babies from all over the world are drawn to making sense of the natural world.

Early childhood educators need to create meaningful and rich opportunities for young children to explore, transform and interact with natural elements inside and outside the classroom. As for inside, water and sand play are timeless classroom activities. Teachers can expand their thinking to include other natural elements, like light and



color. Find ways for young children to watch and interact with light (flashlights, overhead projectors, light tables). Watch as the light moves or makes shadows. Thoughtfully add mirrors, not just to the walls: fix mirrors to the top of a table, hang a mirror ball in a light-drenched window or adhere mirrors to the sides of a window frame to reflect the sunlight.

Explore how light and color interact. Create opportunities for children to experience transparent and translucent materials like glass or clear acetate. Add transparent items that have color: color paddles, magnetic tiles or interesting plastic containers. Play with the light as it passes through the material. Compare the difference to opaque objects like brick or metal, or wooden blocks. Use the idea of transparent and opaque throughout the classroom (sheer fabrics and heavy tapestry in the dramatic play area; wooden blocks and acetate blocks in the block area; oak tag and tracing paper in the art area).

Expand the thinking even further by exploring animals, plants, wind and air or sound. Interacting with the natural world in a playful and exploratory way inside the classroom not only fosters children's connection to it, it also fosters a magical, wonderful sense of place.



A Lasting Sense of Place

Early childhood educators can promote children's constructive interaction with the environment and with each other to create a positive sense of place. We can reinvent our classroom so that the interaction of different design elements produces a tranquil but intriguing result, where each individual part combines with the other to create a well-balanced, inviting and provocative experience. When we intentionally set up an environment filled with warmth, innovation, creativity and exploration, we are helping our children to make meaningful memories in their foundational years.

Ideally, when our children think back to their time in their early childhood program, they will have deeply emotional memories of curling up on the big, soft pile of pillows to read *Where the Wild Things Are* with a favorite teacher ... building tree block and wood piece structures alongside their friends ... creating a sculpture with cold, comforting clay. And just as that hayloft filled me with joy and warmth, our intentionally designed class-

room will bring a joyful sense of place to our children throughout their lives.



Resources

Curtis, D. & Carter, M.. *Designs for Living and Learning: Transforming Early Childhood Environments*. Redleaf Press, 2015.

Wilson, R. "A Sense of Place." *ECE Journal*, vol. 24, #3, 1997, pp. 191-4

CELEBRATING 100 YEARS OF GREENHOUSE

This February, we gathered at Union Theological Seminary for a vibrant tribute to the history of Greenhouse and the people – the children, parents and faculty – that have carried its story across a century! We were honored to grant *The Greenhouse Legacy Award* to three inspiring and deserving recipients: Meredith Mayer, alum class of 1928; Nicole Gordon, alum, past-parent and Governing Board Member; and Wanda Holland Greene, past faculty. Each shared their personal memories of Greenhouse; with each story shared, we felt the legacy of joy, power of relationships and depth of human connection found in Greenhouse's rich history. Thanks to the generous spirit, enthusiastic participation and kindness of the community, we raised over \$50,000 to support Greenhouse's work, including renovating our Big Yard. From the lively jazz band to the festive 20's dress, the evening was filled with warmth, good spirits and gratitude. Here is to the next 100 years of Greenhouse!



Meredith Mayer, alum class of 1928, with Roger Bernstein, long-time supporter of Greenhouse.



Nicole Gordon, alum, parent and Governing Board member with Sara Edlin, Board Chair.



Wanda Holland Greene, Past Faculty, with Mignon Moore, Greenhouse Trustee.

100 languages NO WAY. THE HUNDRED IS THERE

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred
ways of listening
of marveling of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds0
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred hundred
more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

By, Loris Malaguzzi
(translated by Lella Gandini)

Poem shared by Greenhouse Legacy
recipient, Wanda Holland Greene

March Schmied (bass), Taber Gable (Piano), Damien Bassman (drums), Emma Fitzpatrick (singer) and Nicholas Zork (guitar)



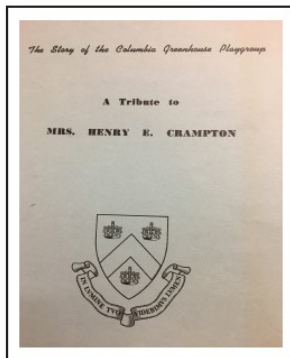
What Can We Do To Celebrate
Greenhouse's 100th Birthday?

- Set the table with water and cups
- Add marshmallows.
- Make decorations.
- Make a cake
- Put candles on the cake
- Make decorations and put them around
A-L-L Greenhouse
- Put "100" on the cake.
- Get birthday hats
- Have a treasure hunt
- Drink lemonade
- Have a BIG TV and watch
- Show about the asteroid
- Balloons



100 YEARS of CREATING MEMORIES with Columbia Greenhouse Nursery School

1919: A Playgroup Was Founded To Help Young Columbia Families



Marion M. Crampton (Tully), whose husband was a noted zoologist at Columbia University, began a playgroup for young academic families with a \$100 gift from Kate Butler (La Montagne), whose husband, Nicholas Murray Butler, was the President of Columbia University. The first playgroup had 10 children in attendance.

1922: The Playgroup Got A New Home And A New Name-The Greenhouse Playgroup

The Greenhouse Playgroup moved into a greenhouse behind Johnson Hall.



1922

The Greenhouse Playgroup moved into a greenhouse behind Johnson Hall.



1929: Life Inside The Greenhouse Was Filled With Play

The program expanded to serve more children. Now, there were morning classes for two- and three-year olds and afternoon classes for four through seven year olds.

100 YEARS OF

1940: Classic Tools Of Early Childhood Including, Blocks, Paint And Song Were Found Inside The Greenhouse

1940



The Greenhouse of today still shares much in common with these early days inside the greenhouse of yesterday.

1950: The Columbia Greenhouse Playgroup Parent Organization Was Founded



After serving for 32 years as the director of the playgroup, Mrs. Crampton stepped down. The Columbia Greenhouse Playgroup Parent Organization assumed responsibility.

1955: Margaret Mead Hosted A Lecture To Benefit Greenhouse



Greenhouse's history of providing opportunities for grown-ups in our community to learn and connect reaches far back into our past. An article in The Columbia Spectator tells of an evening with Dr. Margaret Mead, Professor of Anthropology. The proceeds from her lecture "Marriage-Savage or Civilized?" benefited Columbia Greenhouse.

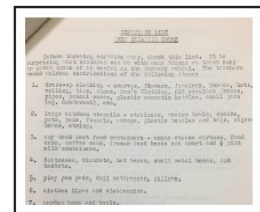


1958: Big Changes Ahead As The Greenhouse Changed Locations

Plans to build the law school meant significant changes for Greenhouse. In 1958, Columbia moved the nursery school across the street to 424 W. 116th Street.

1952: Carrie Cheek Came On As The School's First Professional Director

The parents hired Carrie Cheek, a recent graduate from NYU. She was a fierce advocate for early childhood education. She spoke of progressive ideals like "learning by doing" and providing opportunities for children to "solve their own problems." These progressive tenants still live and breathe inside the walls of Greenhouse.

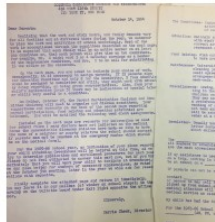


1959: Loose Parts And Repurposed Materials Were In Demand, Even In The Early Days!

An excerpt from a School Handbook dated 1959-1960, asks parents to donate items very similar to those that we still ask for today, including bottle caps, jars, boxes, egg cartons, bolts, springs and spools.

1950 - 1959

1964 - 1965



As far back as 1964, parents were asked to fill out a "Parent Participation Form." From helping with fund raising to doing light repair work, through the years parents have been active partners in the work of the school.



1965: Greenhouse Expanded Again!

Columbia gave us more classroom space! We renovated and took over the large front west room of the 404 W. 116th building.

1964: There is a long-standing tradition of Parent Involvement at Greenhouse

1978: The First Mention Of The Spring Fair Dates Back Over 40 Years Ago

The Spring Fair remains a family favorite! For at least 40 years, the children and families of Greenhouse have taken over 116th Street on the first Saturday of May and made life-long memories of fun, food, and friendship.

1978



1977: Lizzy And Ariene Started At Greenhouse

Two beloved Greenhouse teachers, Lizzy Soriano and Ariene Carter, began teaching at Greenhouse in 1977. Both women brought their own unique magic to the children and families of Greenhouse for over 34 years!

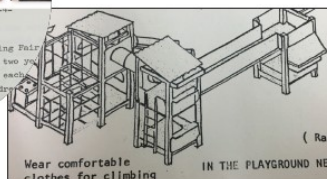
1977

1980: The Columbia Greenhouse Nursery School Board Of Trustees Was Formed

A Provisional Charter was granted to the newly formed Board of Trustees of The Columbia Greenhouse Nursery School. In 1983, Greenhouse was granted an Absolute Charter.



1980



1984: Maia's Playground Was Complete!

A newly renovated outdoor play space right next door to 404 was dedicated to Maia Scherer, a past Greenhouse director.



1995: The Big Yard Was Born

The lovely sand yard, known as Maia's Playground was replaced by Warren Hall. The Law School offered us outdoor space to create our current elevated playground, known as The Big Yard. And we added the front east room to our current space in 404.

1988: We Grew Some More!



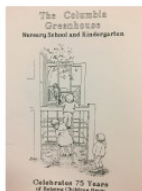
This time we added the space that is now known as the office, coffee room and Explorers class.

1994 -

GREENHOUSE

1994: We Celebrated Our 75 Years With A Party

Carrie Cheek, Greenhouse's first professional director, returned to help Greenhouse celebrate its 75 years of dedication and commitment to young children and families. In addition to Carrie's return, Pam Klass, Greenhouse alum, pediatrician and author also spoke at the celebration.



2004: Greenhouse Hosted A Comedy Night Fundraiser!



To kick-off Greenhouse's 85th year, comedy star (and Greenhouse parent) Greg Giraldo headlined a special benefit performance. Other comedians that performed that night included Lewis Black, Judy Gold, Jim Gaffigan, Dave Attel, Darrel Hammond and Tom Papa.

2014

We filled our outdoor space behind 424 (known lovingly as the Small Yard) with natural materials like sticks, stumps and rocks. The addition of the mud kitchen opened up even more possibilities for children to interact and explore elements of the natural world like mud, water and ice.

2014: Envisioning A Different Kind Of Small Yard



2005: The Parent Association Began

After a strategic planning period, the Board of Trustees changed its structure. Part of the change was to create the Parent Association. Through the years, the PA has sponsored many events, raised funds and fostered a true sense of community amongst parents, return, Pam Klass, Greenhouse alum, pediatrician and author also spoke at the celebration.



2007: Teachers Visit Reggio Emilia, Italy

Four teachers, Paula Doerfel, Lizzy Soriano, Margaret Williams and Ariene Carter attended a study group in Reggio Emilia, Italy where they learned about the Reggio approach and visited some of the iconic schools in the town. They returned inspired! And shared that inspiration with their colleagues, children and families.

COLUMBIA UNIVERSITY
Office of Work/Life

In keeping with our long-standing affiliation with Columbia University, the Office of Work/Life began to serve as our primary liaison to the University in 2006.

2006: Through The Years Our Ties To Columbia Have Stayed Strong



1998: Frisky, The Bunny, Lived A Long And Happy Life As The Greenhouse Pet

Through the years, our classrooms have been filled with furry and not-so-furry friends like guinea pigs, hamsters, bunnies, stick bugs, frogs and tarantulas! Frisky was a long-time favorite. Greenhouse children have engaged with the complete cycle of responsibility of taking care of another living creature.

1998



2017: Vera's 25th Year At Greenhouse

Vera Burnn, our long-time Administrator, was honored for her 25 years of service to Greenhouse. Vera continued to work at Greenhouse until 2019 when she retired. Her steady presence and dedication is deeply woven into the community.

SAVE THE DATE
ONE HUNDRED

Plan to join us as we celebrate
Columbia Greenhouse Nursery School's
100th Anniversary
Annual Benefit
Saturday, February 1, 2020
8:00 pm
Union Theological Seminary

2019: 100 Years Of Greenhouse!

The entire Greenhouse community will gather together on February 1, 2020 to celebrate and honor the 100 year long legacy of Columbia Greenhouse.

2019

Staying Connected: Reflections of the Investigators Virtual Programming

By, David Vining

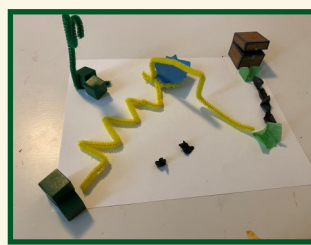
When we began planning remote learning for the Investigators last March there were a lot of unknowns. No one had really thought about remote learning for nursery school before - why would you? But there we were. How were we going to do this? How do you teach young children without seeing them, hugging them, and observing them as they work and play?

One decision was made early on, and that was to center connection in our remote teaching. Our first and primary goal was to do everything we could to keep the Investigators and their families feeling connected to their classroom community. This manifested itself in many ways. First, we decided to communicate directly with parents every school day. It's not that we expected every family to read every email every day - in fact we also decided to make it as clear as we could that everything we were doing was available, not required. By the end of the first week it was clear that some types of communication, some activities, and some times of day were going to make sense for some children and not for others. The Investigators team put together a whole menu of opportunities! We offered whole groups, small groups, and individual sessions, live class time, recordings, and provocations, not so every child would do everything, but so that every child would have something meaningful to hold on to, something to look forward to - a way to connect with their peers and their teachers so they still felt like they were part of a group.

The decision to center connection also shaped the Investigators remote curriculum. Not only did we want to connect what we were doing to projects they had begun in person, we also wanted to explore topics that helped the children make sense of what was going on during this strange and potentially alienating time. We used maps as a concrete tool to master and show the spaces we were all now occupying. This was very important for those children that were feeling isolated, or trying to get used to a new place. We wanted the children to know that they were not alone in their sense of isolation, that this was happening to all of us. Turning these strange events into a common experience was hugely helpful to "normalizing" the anxiety the children might have been feeling. We used Google Earth to make a map of where everyone was. Who

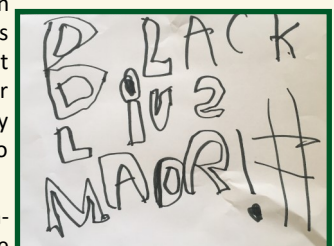


was closest to you? Farthest away? We might not be together in class, but we were still together on the map! They used the map to see what it was like where the other Investigators were, or to visit their neighborhood if they were away from home. Because many of us were not in our day-to-day homes, we used a similar mapping tactic to share and connect us to our current shelter. The children gave us tours of the rooms they were sleeping in - for many of them this was not their bedroom at home. They mapped their rooms and shared the important details with each other during our whole group sessions. Once they began to use maps in this way they moved from the concrete to the creative, making treasure maps, and 3-D object maps- some of which were more like obstacle courses. Some even filmed videos of themselves as they walked through their maps so they could share the imaginary adventures they were having where they were.



Talking about what was going on around them also opened up the door to a more in-depth and intense discussion of race, racial justice, and the Black Lives Matter protests that many of the children were seeing out their windows and in their neighborhoods. Some families were getting involved and we were able to engage the children in not just conversations about skin color and fairness, but also about what they could do to be forces for change in their own communities. The children made signs showing their support for love, equality, and fairness, specifically thinking about the fact people are treated differently based on the color of their skin, and also that people felt so strongly about changing that fact that they were marching in the streets so people would listen to them.

It was a challenging year for children, families, and teachers alike, but I was proud to be a part of a classroom community that stuck to its values, engaged with each other, and found ways to learn and grow together, even as we were apart.



Dear Greenhouse Parents,

Reflecting on our year at Greenhouse makes one realize the ways that our beloved community has changed since the beginning of the 2019-20 school year. Even though it feels like a lifetime ago, we began the year as your Parent Association chairs, eager to get to know you and your families, and further build our one-of-a-kind Greenhouse community. The Coffee Hours and opening picnic were successful events that brought us together — without any social distancing! At the Apple Day Bake Sale we bought and sold homemade treats— without any worries of infection! We packed the room at the PA sponsored evening workshop on “Gender Development, Expression and Play” facilitated by the NY Early Childhood Professional Development Institute. In early February, we gathered together to share food, drink and community as Greenhouse turned 100 at the Annual Benefit — all well within 6 feet of each other!

And then a pandemic came along and Greenhouse was required to stop in-person school. Sadly, we missed getting together for some of our favorite end-of-the-year events such as the Spring Fair and Family Farewell Picnic. But even as we were physically apart, we stuck together through Renee’s cathartic weekly parent groups, school sings and classroom Zooms. As we move forward into the new year, we look forward to finding creative new ways to bring our community together. We likely won’t have the traditional coffee hours and bake sales this fall, but we will work to build relationships, nurture our connections, and provide support to each other as we always have.

While this has been an unusual year, we are grateful for our amazing teachers, who were asked to think outside the box more than ever this spring. We greatly appreciate Renee, our fearless director, and all of the wonderful staff who greeted us every morning and kept us all informed. Finally, we are so thankful to our fabulous Class Representatives who worked so hard in bringing our community together, whether it was arranging playdates or Zoom chats. We are especially heartbroken that we won’t be able to say goodbye in-person to the children and families who are leaving Greenhouse. This year, we bid farewell to a few fantastic Class Reps: Sandra Merrill, Tessa Scripps, and Stefanie Sugar. Our out-standing co-chair, Lauren Weigel is also moving on to Kindergarten, and her family’s next adventures. Thank you all so much for stepping up and taking a lead within our community. Greenhouse is a strong community, and we will take on this challenge to grow even stronger.

Wishing a safe and healthy future to all Greenhouse families,

Ebone Brown, Liza King & Lauren Weigel

Parent Association: A Look Back



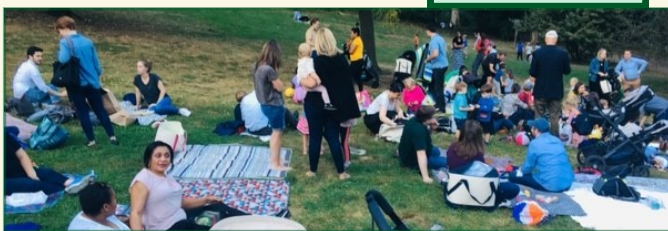
Parent Coffees



Bake Sale



Caregiver Coffee



Opening Picnic in Morningside Park



Gender Workshop



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

Lauren Weigel, Co-Chair

Liza King, Co-Chair

Ebone Brown-Emdin, Co-Chair

Mignon and Tim Edwards, Class Rep

Tessa Scripps and Lee Hepner, Class Rep

Aura Taylor and Rahul Pande, Class Rep

Katie and Chad Baker, Class Rep

Stefanie Sugar, Class Rep

Sandra and Andrew Merrill, Class Rep

Apple Day Bake Sale

Sutton Foster and Ted Griffin

Adam Halpin and Megan McGinnis

Ife Vanable and Reginald Martin

Misako and Douglas Neye

Abby and Adam Maltz

Have Tools Will Travel

Jared Fox

Thai Jones and Logan McBride

Centennial Celebration Committee

Administrative Support: Kalemah Henderson and Mei Au Yeong

Cake: Rachel Roth

Committee:

Lauren Salzinger and Glen Sanders

Caren and Jeremy Caplan

Richard and Sarah Manton-Hollis

June Kamiyama

Joseph Fisher

Maevie and Noah Glass

Hilel and María Paula Carvajal

Jason Moff and Clint Ramos

Colleen and Gene Campbell

Meredith Gamer & Justin Gundlach

Ghazal Badiosamani and Ilya Beylin

Jeff Kearney and Kathleen Brennon

Zepynep & Thomas Schoenwaelder

Robert and Jesse Waldele

Kathryn Chiong & Thomas Salopoek

Photographer: Marc Miller

Printing, Signs, Photo Archive: Joseph Fisher

Registration Table: Michael and Margo Flemming

Timeline Layout: Aura Taylor

Videographer: Ted Shaffrey

Antiracist Pedagogy

Greenhouse's commitment to diversity, equity and inclusion has long remained a driving tenant in our work. Over the course of the last few years, the faculty have done sustained inquiry and reflection on their own practices; they work to support young children's developing understanding of identity through a variety of activities; we've held workshops and discussion groups for parents on topics like race and gender.

This spring, as the devastation and horrors of systemic racism played out in the streets of our country, people from all walks of life were moved to action. No longer was it enough to simply believe in or talk about equality; many were motivated to actively join Black Americans in the ongoing struggle for justice. Faculty members and families alike were hungry for concrete ways to demonstrate their commitment to actively fight racism. Across all stakeholders – faculty, parents, families and children-- there were conversations about fairness, invitations to use our voice to foster change and messages of support from posters in windows to chalked



sidewalks. There was a clear indication that it was time for us to build upon our current practices and fully embrace an active antiracist pedagogy. As we commit to and continue with this work, Greenhouse holds to these guiding tenants:

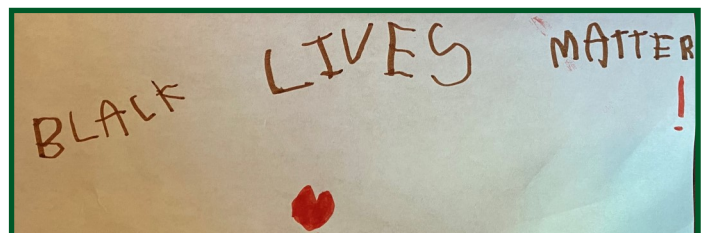
1. Acknowledge racism and be actively antiracist in our policy, action and interaction. As both an institution and as individuals, Greenhouse and its stakeholders must bring an active mind-set to our diversity, equity and inclusion practices. We must acknowledge racism in our world, our institutions and our interactions. Our silence is harmful to all of us; it erases the lived experiences of our Black families and families of color and it builds walls and barriers inside our community. Then we must move to action. Too often racism is

intellectualized and left without action. It may be uncomfortable but we must, as a community, be willing to embrace that discomfort because it is our obligation to our children to actively acknowledge, confront and, ultimately, dismantle racism.

2. Posses a constant stance of self-reflection that leads to action. In our ongoing work and commitment to building a community where all people are seen and valued, we must resist getting complacent in our good intentions. Administrators must clearly and consistently communicate our commitment to center antiracist work both in words and deeds, actively looking to identify solutions when they occur inside our community and beyond. We must provide our teachers with support and on-going professional development. Teachers must examine their own world view, experiences and biases and see how these affect their interactions and in turn impact others, especially the children and families in our classrooms. And ultimately, we must be held accountable to the work.

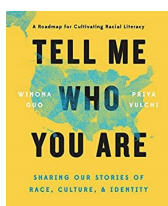
3. Create curriculum that includes everyone's story. We must continue to curate materials and books that are rich, varied and show the lived, everyday experiences of all people and families. Artifacts, music and histories from various cultures must fill our rooms and lives. We must remember, especially with young children, that every day interaction is curriculum and to intentionally interrupt the normative messages found within society by naming race and skin color early and often. We must openly and lovingly acknowledge and discuss the differences that children see in the world. We must welcome children's questions, growing understanding and ideas about the differences they see. We must be ready and willing to have uncomfortable conversations at inopportune times; teaching moments happen on their own timetable, not on ours.

4. Provide opportunities for all stakeholders to learn from and work together. Our community is one of Greenhouse's greatest strengths; we need to leverage that strength and join together in our antiracist work. We must embed our shared commitment into the very culture of our community. Across all stakeholders – administrators, teachers, parents and children—we must work together to build the world we want for our children.

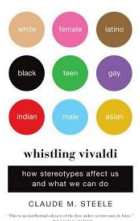


Faculty Book Club

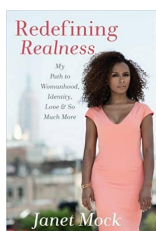
Each year the staff and I have a guiding text (usually a text book!) that supports and guides our professional development time together. This year, instead of a content-filled text book, we chose books that gave us insights into people's lived experience. And instead of approaching the books through a didactic, instructional method, we approached them through an informal book club format. Each faculty member chose a title they were interested in and we formed professional book clubs where they could read and discuss their book in small, informal groups across time. They chose from the following titles:



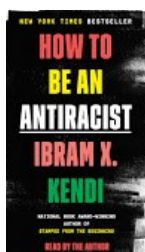
"Tell Me Who You Are" by Winona Guo and Priya Vulchi -- The authors recount their experiences interviewing 150 Americans from all walks of life about race and identity. The book reveals the lines that separate us based on race or other perceived differences.



"Whistling Vivaldi" by Claude M. Steele --The author offers a rich account of the research that supports his groundbreaking conclusions on stereotypes and identity. He lays out a plan for mitigating "stereotype threats" and reshaping American identities.



"Redefining Realness" by Janet Mock -- Janet Mock's autobiography tells her story of growing up young, multiracial, poor and trans in America. The book provides insight to the unique challenges and vulnerabilities of the marginalized existence of the transgendered community as told through the intimate life story of one woman.



"How to Be an Antiracist" by Ibram X. Kendi -- The author pieces together lessons from history, law and science with his own personal story of awakening to antiracism. The book is quickly becoming an essential work for anyone who wants to join the fight for a more just world.

Each book was intended to broaden our understanding of people's unique story. For it is here in the telling of one's story – and in the active listening to the stories of others – that we truly see the lived experience of people and "understand each other as human beings" as one teacher reflected. In addition to discussing the books, the format of the discussion also facilitated the sharing of faculty's own stories with each other. The

Faculty List 2019-2020

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

teachers were often moved by their colleagues intimate "sharing of experiences" in their groups and their willingness to open a window into the development of their own identity. This sharing, coupled with the stories in the books themselves, made many teachers reflect on the importance of allowing children and families to share their own stories in the classroom. One teacher noted, "I'm reminded of the critical importance that the classroom environment is safe for expressing genuine feelings and experiences." Another teacher built onto that idea, "we have a powerful responsibility to create the space for each of our children and families to share their stories with us." Ultimately, our professional book clubs allowed us to explore differences and renewed our commitment to make space for everyone's unique story within the Greenhouse community.

2019-2020 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	Dr. Lorraine Harner	The Pressman Family
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Andy Bernstein & Whitney Frick	Beverly Sutherland & Sunil Kumar	The Salopek Family
Nicole Gordon and Roger Bernstein	Leal Family	Stephen Saxl & Alice Naude
Tfelia & Giulio Bertozzi	In memory of Bradley Lewart	Zeynep & Thomas Schoenwaelder
Ghazal & Ilya Beylin	Christina Weyl & Richard Lichtenstein	Judy Margolin & Seth Schwartz
Caren & Jeremy Caplan	Renee Mease & Jennifer Pease	Lloyd Mackay & Lily Shohat
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CC and Julian Clauss-Ehlers	Douglas Neye & Misako Rothery	Lauren Kogod & David Smiley
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Tim & Mignon Edwards		Alexander Totok & Svetlana Orekhova
Jenny & Gabriel Falcon		Van Amson Family
Ellie Grossman & Ray Fisman		Charles & Dolly Williams
Fox Family		Thomas Woehrle
Joanna Geneve & David Third		Marissa & Cody Zalk
Susannah Gold		<u>Matching Grants</u>
Wanda M. Holland Greene		<i>*donates a matching gift</i>
Lydia Barker & Christopher Gruscynski		Google Inc.
		The Elsevier Foundation

